

**European Association of Establishments  
for Veterinary Education**



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**FOLLOW UP REPORT AFTER EXTERNAL REVIEW BY ENQA**

**April 2020**

## **EAEVE Progress Report, April 2020**

In this progress report, EAEVE presents to the Board of ENQA the current situation on the Areas for Development as were highlighted in the letter from the President of ENQA to EAEVE dated May 7<sup>th</sup>, 2018. As outlined within this letter, EAEVE was recommended to take appropriate action, so far as it is empowered to do so, on four recommendations within the overall Areas for Development as was clearly set out by ENQA.

Furthermore, EAEVE has expressed its interest in benefiting from a new ENQA procedure, namely the progress visit, in order to further discuss EAEVE's development plans.

Before examining how EAEVE has addressed each of these four areas for development, a separate introduction sets out a number of changes that have taken place within EAEVE over the last two years.

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## INTRODUCTION: Key changes since the ENQA review

In the past two years, there has been a marked increase in the level of activity within EAEVE and its constituent committees. A number of these activities has been at the direct result of the four recommendations set out by ENQA within their “Overall Areas for Development” recommended to EAEVE by the ENQA Board in 2018. These four recommendations are discussed in more detail later within this report.

However, there have been a number of additional areas of activity which EAEVE believes pertinent to bring forward for discussion within this follow up report. This is especially relevant for a number of these areas which are related to a varying extent to the four ENQA recommendations.

These areas are:

1. New SOP
2. Amended ESEVT Indicators
3. Amended E-Learning for Experts
4. Establishment of a permanent SOP WG including student representation
5. Stronger collaboration with the International Veterinary Student Association (IVSA)
6. Educational days devoted to the improvement of veterinary education
7. Major expansion with ESEVT Visitations into areas in Asia such as Japan and Indonesia; North Africa; South America, together with a continuing expansion of ESEVT Visitations into Turkey and Russia
8. Increasing involvement with national accrediting agencies during ESEVT Visitations
9. Recognition of ESG standards in all ESEVT Visitations to non-European Establishments
10. Changes within CIQA
11. Revised or new internal procedures for the EAEVE Office
12. Development of an EAEVE Strategic Plan 2020-2025
13. Development of revised Statutes following membership requests from wider European and non-European countries
14. Development of a ‘Criteria for new members’ document on core academic values
15. Development of an ESEVT Visitor Competency Framework.

### 1. New SOP

EAEVE/ESEVT has always had a policy for a regular updating the Standard Operating Procedure (SOP) which is the detailed template utilised by both ESEVT Visitation Teams for their reports, as well as by the individual departments/faculties themselves (termed the Establishments) as a template for producing Self Evaluation Reports for the ESEVT Teams.

These SOP updates are initiated at approximately two to three-year intervals and, after extensive input from relevant stakeholders, are always signed off during an EAEVE General Assembly.

Nevertheless, the major recommendation from ENQA was that Standard 11 in the 2016 ESEVT SOP (which had been previously seen as an add-on feature of quality assurance), should be holistically and directly integrated into the other 10 standards provided for within the ESEVT SOP. This recommendation instigated the establishment in 2018 of a working group of ESEVT

QA experts to renew the SOP specifically by removing Standard 11 and integrating its QA principles into the remaining 10 Standards.

After extensive feedback from stakeholders, this revised SOP was formally adopted by EAEVE in May 2019 at the General Assembly (GA) in Zagreb and is now utilised as the SOP in all new ESEVT Visitations. Further details on the production of this 2019 SOP will be found later within this report.

It should be emphasised here that a major factor resulting from this change to the new SOP, was the recognition of the importance for the experts covering the ten Standards to have some knowledge of the important QA principles, especially within the individual Standards they have a primary responsibility for. Nevertheless, a decision has also been made that a more experienced QA expert will always and specifically be appointed as a member of the Visitation Team. Although as part of the Team the QA expert is involved in all ten Standards, he/she will have a major responsibility for the following:

***Standard 1: Objectives, Organisation and QA Policy***

***Substandards 3.2 up to 3.4 under Standard 3: Curriculum***

***Standard 7: Student admission, progression and welfare***

The importance of now requiring a QA expert to be responsible for these Standards can be well illustrated by the definitions of the above Standards within the SOP:

### ***Standard 1: Objectives, Organisation and QA Policy***

*The Establishment must have as its main objective the provision, in agreement with the EU Directives and ESG recommendations, 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 Establishment must develop and follow its mission statement which must embrace all the ESEVT standards.*

### ***Substandards 3.2 up to 3.4 under Standard 3: Curriculum***

*3.2 Each study programme provided by the Establishment 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 Establishment must provide proof of a QA system that promotes and monitors the presence of an academic 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 Establishment must also describe how it encourages and prepares students for self-learning and lifelong learning.*

### ***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.*

**3.4** *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*
- *perform on going and periodic review of the curriculum at least every seven years by involving staff, students and stakeholders; these reviews must lead to continuous improvement. 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 7: Student admission, progression and welfare**

*The Establishment 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 Establishment must provide accurate and complete information regarding all aspects of the educational programme in all advertisings for prospective national and international students.*

*Formal cooperation with other Establishments must also be clearly advertised*

## **2. Amended ESEVT Indicators**

The ESEVT Indicators are designed to be used within the SOP and have been carefully reviewed within EAEVE over the last two years. These Indicators have a number of functions:

- They are used in a non-prescriptive way by the ESEVT Team during a Visitation
- They are specifically checked by ECOVE during their final evaluation of an ESEVT report
- The Indicators reflect a given situation at the time of a Visitation, allowing for a comparison between Establishments
- As the Indicators are calculated from the means of the last three complete academic years, this can smooth out annual variations and follow trends
- A specific Indicator is not interpreted in a strictly mathematical and isolated sense, but in the light of all other Indicators and data. For instance, for a specific species, a low number of intra-mural patients may be compensated by a high number of extra-mural patients seen by students under the supervision of a staff member or otherwise qualified and quality assured veterinarians

- The recommended minimal values established by ECOVE are equal to the 20th percentile, i.e. the value below which 20% of the values from Establishments with Accreditation status are currently found. These minimal values do not serve as lower threshold levels but are interpreted as a complex set of data in the light of all other observations made
- To enable a true comparison between Establishments, the Indicators are calculated by using the relevant Excel file available on the EAEVE website. The completed Excel file must be sent to the Coordinator and to the EAEVE Office
- The complete list of Indicators is also provided by the Establishment on this standardised format at the end of the SER. These proposed Indicators are reviewed by the Coordinator during the site Visitation and the copy validated by the Visitation Team is incorporated in the Visitation Report.

### **3. Amended E-learning for Experts**

This is another area which has been developed over the last two years and which is discussed in more detail below under *ESG 2.4*

### **4. Establishment of a permanent SOP WG including student representation**

As a result of EAEVE's commitment to keeping the ESEVT SOP open as a "living document" which is upgraded on a regular 2-3 year cycle, a preliminary SOP WG was established, with the initial meeting in December 2019. This WG is intended to be a permanent SOP WG.

In addition, a student has now been included as a full member of the WG; the current student member has already been involved in Visitations to both Establishments in Europe as well as in Japan.

The proposed membership of the WG are the four Coordinators, a representative from the EAEVE Office, a Chairperson of Visitations, a student and a representative from FVE.

A number of crucial areas have been identified by the WG to be studied for their effect on the next SOP. Such areas include:

#### ***Academic clinical training vs. EPT (External Practical Training)***

There is no question that amongst veterinary teaching Establishments, and especially within the newly established ones, EPT is becoming a major factor within the overall curriculum. Some of the factors that will need to be studied in this area include:

- Integration of EPT within the ten ESEVT Standards and integration within the all important ESG Standards
- Distinction between academic staff trained to teach and to assess, practitioners trained to teach and to assess, and practitioners not trained to teach and to assess
- What is the minimum training to teach & to assess for both of them?
- What does 'under close supervision' mean?
- EPT: compulsory or not?

- Peculiarities of the distributed model, where an Establishment no longer has its own clinical teaching hospital but relies on a number of privately-owned commercial hospitals
- Involvement of Corporates in undergraduate and postgraduate training .

### ***Artificial intelligence (AI)***

- Influence and handling of Big Data
- Use of AI in veterinary training
- Training to use AI as a clinician after graduation

### ***Conditional Accreditation***

This is an area that needs to be made “crystal clear” to both ESEVT/ECOVE as well as to the Establishments themselves. Areas that will need definitive clarification include:

- Non-compliance (NC) vs. Major Deficiency (MD), as a single MD may be linked to several NCs
- Non-compliance may be linked to one single NC/MD, but also could be several NC’s, leading to a potential problem that Visitation Teams, either intentionally or unintentionally, avoid two MDs within their report.

### ***Session in Confidence***

This has been an essential part of ESEVT Visitations for a long time, but there is a lack of uptake during many Visitations. A new way to both advertise these sessions and also to standardise its “geographical” location is necessary.

### ***Other items for amending/improving the current SOP***

A large number of items were discussed during the inaugural SOP WG meeting, a selection would include:

- Inconsistencies in Chapter 3 concerning Standards vs. Substandards
- Absence of a Substandard focusing on the organization/management of the Establishment
- Checklist against which the accuracy of SER information can be checked
- Technical tools to jointly work on the draft Visitation Report (Google documents, WIKI system)
- Importance of student involvement in both the initial introductory meeting and especially at the final PP presentation by the Visitation Team
- Feedback for students after Visitations
- FV Timetable – arrival on Sunday, start work on Monday rather than Tuesday could enable more time for the report
- Identification of the RV Team – not mentioned in the SOP that the RV Coordinator should be different from the FV Coordinator
- Add one/two extra days for Visitations for merged Establishments
- Define the minimum requirements for isolation facilities (subject brought up during the last meeting of CIQA)
- Checklist what are the minimum standards of biosecurity/biosafety that an Establishment has to fulfil

- What key QA documentation is necessary for the QA Team member and in which way does he/she need to check it?
- Need to warn Establishments of the need for Business class tickets for flights longer than 6 hours.

## **5. Stronger collaboration with IVSA**

The International Veterinary Students Association (IVSA) is the key source and stakeholder in providing individual students for consideration as full working members of the ESEVT Visitation Teams.

For the academic years 2018 – 2019 (and first half of 2020), IVSA submitted a total of 24 student applications to the EAEVE Office. Twenty of the candidates were positively assessed by the Coordinators and selected for Visitations, and fourteen of the invited candidates were able to join Visitations in 2018 – 2020. In fact, the number of Visitations that the selected students actually attended was 19 as five of the students participated in Visitations twice. Two of the students who participated in Visitations in 2017 and were still eligible to be assigned to ESEVT Teams, were invited and participated in two further Visitations: one in 2018 and one in 2019.

This smooth communication with IVSA was slightly disrupted throughout the first half of 2018 due to unforeseen changes in the IVSA management board, which affected the continuity of the established student recruitment process. Therefore, it was decided that the EAEVE Office shall also seek an additional contact with national veterinary students' associations across Europe and IVSA national branches regarding the selection of students for visiting Teams.

As a result, a number of candidates were proposed by local IVSA groups through the Coordinator or Chairperson for a particular Visitation. Three such students were recruited for Visitations which took place in 2019 and a further two are assigned to Visitations originally planned for May and June 2020, but due to the COVID-19 postponed to the second half of the year.

However, after the election of a new IVSA president in September 2018, effective communication was restored, and student applications were collected and forwarded to the EAEVE Office in line with the Memorandum of Understanding (MoU) between EAEVE and IVSA. The Presidents of EAEVE and IVSA had the chance to meet during the FVE General Assemblies in November 2018 and June 2019 to further discuss the collaboration between the two Associations and the future revision of the MoU is to be revisited every five years.

In 2018, the then Secretary of IVSA, Ms. Tavishi Pandya, represented IVSA during the EAEVE Educational Day in Hannover and delivered a report on the ongoing projects of the IVSA Standing Committee on Veterinary Education. As partner organisations, representatives from the two associations have been regular attendees at each other's annual events. In January 2020, the Vice-President of EAEVE attended the IVSA annual symposium in Rabat, Morocco, where among other things the student participation in ESEVT Visitations and the upcoming revision of the MoU were discussed.

To further improve the uptake by students for involvement in ESEVT Visitations, the IVSA, through their Chair of Alumni (Ms. Tavishi Pandya), have offered to create a student manual

for Visitations, aimed at guiding and helping the students better understand the ESEVT process and prepare effectively for the Visitation experience. Ms Pandya has also suggested preparing promotional material including testimonies and pictures of students who have already participated in ESEVT Visitations. All this material is in the process of being prepared and will be presented to the EAEVE management for endorsement before it can be shared with students on future Visitations.

**Also discussed with IVSA was one of the suggestions from ENQA in their 2017 Report:**

*“Although, students are not requesting membership of ECOVE and the appeal panel, EAEVE can consider to take the students on board”*

The issue was not only discussed by the EAEVE Executive Committee (ExCom) but also by a discussion initiated between the Presidents of EAEVE and IVSA, resulting in a joint agreement that having a student on ECOVE and the appeal panel is not feasible, with both organisations not in favour of it.

## **6. Educational Days devoted to the improvement of veterinary education**

The EAEVE ExCom, following each General Assembly and Educational Day, have a brief discussion about the evaluation of the most recent and the next Educational Day. Since this occurs immediately after the event, the committee has almost one full year to prepare the programme of next year. After this preliminary brainstorming on possible topics in veterinary education, ExCom considers the feedback of all attendees of the previous GA & Educational Day, and a small team is appointed to prepare a thematic analysis as well as suggestions for the next Educational Day.

The preliminary programme of the Educational Day is drafted and the EAEVE Office starts inviting nominated Speakers who may finalise the title of their presentation within the designated topics. In 2018 and 2019 the broad topics for the Educational Days were ‘The use of information and communication technology in modern veterinary education’ and ‘New challenges in veterinary education’ respectively.

For 2020, there is the plan to organise the Educational Day within the topic of ‘Educating the new generation’.

## **7. Major expansion with ESEVT Visitations into areas both within and outside Europe**

Since the ENQA visitation in 2017, there has been an almost exponential growth of interest in EAEVE/ESEVT from around the world. The Statutes of EAEVE allow for a membership termed Associates, which are non-European Establishments (as defined by the Council of Europe) of Higher Education in Veterinary Sciences and who have applied for Associate membership through the ExCom. In addition, such Establishments must complete an ESEVT Consultative Visitation (CV) before admission by ExCom as a Candidate member or an Associate of EAEVE.

This ability to be full Associates of EAEVE has resulted in several Consultative Visitations to countries such as Japan, leading to (full) Visitations resulting in positive accreditation. Other countries, such as Brazil, have been participating in EAEVE GA's as observers and are in the planning phase for Consultative Visitations.

Turkey is an important member of EAEVE and has a large and increasing number of veterinary teaching Establishments. This situation has resulted in an increasing number of both Consultative and Full Visitations.

Russia is a more recent member of EAEVE and likewise has a large number of veterinary teaching Establishments. This situation has also resulted in an increasing number of both Consultative and Full Visitations.

In line with the EAEVE Statutes, they all were accepted as Candidate Members and Associates of EAEVE respectively in the end of 2018 and 2019.

In 2020, three CVs to new Establishments seeking EAEVE membership will take place – one to Belarus (Vitebsk), one to the United Kingdom (Surrey) and one to Indonesia (Bogor). In 2021, two CVs are planned to Establishments outside Europe – one to Brazil (Sao Paulo) and one to Egypt (Cairo).

The EAEVE Office has also been in contact with an Establishment in Dakar, Senegal which is planning to undergo a CV in 2021 or 2022; and has also been approached by Establishments in Tehran (Iran), Kufa (Iraq) and Santiago (Chile) which have expressed a potential interest in becoming EAEVE Associates and being evaluated by the ESEVT.

As a result of this commitment to CVs, two Japanese Establishments, which became Associates after undergoing CVs in 2017, underwent (full) Visitations in 2019 and were granted the status of Accreditation. Similarly, two (full) Visitations to Candidate members in Ukraine (Bila Tserkva) and Russia (Stavropol) are planned for 2020 after undergoing their CVs.

## **8. Increasing involvement with national accrediting agencies during ESEVT Visitations**

This is an area that EAEVE/ESEVT is actively seeking to promote and as such there are increasing examples of individuals from National Accrediting Agencies being accepted and welcomed as Observers on ESEVT Visitations. These National Accrediting Agencies are cross disciplinary and as such are experienced in QA and ESG Standards rather than specific veterinary related Standards.

Examples of these ESEVT (full) Visitations (FV) with full observer status from national accrediting agencies would include:

- Hannover FV 2018 - Australasian Veterinary Boards Council Inc. (AVBC)
- Liège FV 2019 - Agence pour l'Evaluation de la Qualité de l'Enseignement Supérieur (AEQES, Belgium)
- Helsinki FV 2019 – Royal College of Veterinary Surgeons (RCVS)
- Burdur FV 2019 – Association for Evaluation and Accreditation of Educational Institutions and Programs of Veterinary Medicine in Turkey (VEDEK)

- Bursa FV 2020 – VEDEK
- Dublin FV 2020 – Veterinary Council of Ireland (VCI, Joint Visitation)

## **9. Recognition of ESG standards in all ESEVT Visitations to non-European Establishments**

This is an area that will of equal interest to ENQA as it is to EAEVE. As set out above, an increasing number of veterinary teaching Establishments outside Europe have already had, or in the process of planning for, ESEVT accreditation Visitations. Such Visitations, whether Consultative or Full require the Establishment to fully accept and utilise the current ESEVT SOP. The ten Standards within the SOP are firmly based on the ESG Standards themselves.

It is of some interest that countries such as Japan with long established and successful veterinary teaching Establishments have decided to follow, in most cases quite rigorously, the ESG Standards which were designed **by** and **for** European Higher Education Establishments. In situations such as in Japan, such a decision followed an internal discussion as to whether to work with the European based Standards or to collaborate with similar accreditation agencies within North America.

**In the opinion of EAEVE, this represents the robust and inclusive nature of the ESG Standards, which should be welcomed within ENQA and its related QA agencies within mainland Europe.**

## **10. Changes within CIQA**

### **Report on activity of Committee of Internal Quality Assurance (2018-2020):**

“The mission of the EAEVE is to evaluate, promote and further develop the quality and standard of Veterinary Medical Establishments and their teaching within, but not limited to, the member states of the European Union (EU)”.

Since the internal quality assurance (QA) of an accreditation agency is a precondition of trustworthy, reliable and transparent evaluation, EAEVE has a Committee of Internal Quality Assurance (CIQA).

The main tasks of CIQA are currently:

- checking the procedures of EAEVE from a QA point
- giving suggestions for improvement
- providing guidance on QA.

### **Summary of activities of CIQA:**

- 1. In participating in the procedures of EAEVE from a QA point of view, CIQA made judgements on different procedures of EAEVE:**
  - Cancellation/Postponement of a Visitation
  - Accepting Re-visitation requests
  - Amended format of the Establishments’ status

- Update of the Memorandum of Understanding between EAEVE and IVSA
- ENQA Self-Assessment Report
- Observers at ESEVT Visitations
- Procedure on how to handle Interim Reports; ESEVT Visitor Competency Framework
- A proposal with the involvement of IVSA about students' training
- Guidelines for GA organisation
- Drafts of SOP were commented on
- A General Data Protection Regulation (GDPR) was suggested
- Procedure on handling third party suggestions and complains was prepared
- A new feedback form for current E-learning course was created
- Regular evaluation of EAEVE activities (Team Composition; Outcomes of the ESEVT)
- Evaluation of feedbacks (Post-Visitation Feedback, Post General Assembly Questionnaires, E-learning Feedback).

## **2. Giving suggestions to ExCom for improvement and providing guidance on QA:**

- Introduction of a tracking system was suggested
- Introduction of standardised formats for yearly reviews of the different activities of EAEVE was recommended
- Suggestion of new Post-Visitation Questionnaires and “Procedure on how to handle Post-Visitation feedback”
- Suggestion of “Procedure on how to handle third party suggestions and complaints”
- Suggestion of an E-learning course feedback.

## **3. Internal issues**

- CIQA Quality Improvement Action Plan 2015-2018 was updated
- CIQA Quality Improvement Action Plan 2019-2021 was prepared.

# **11. Revised or new internal procedures for the EAEVE Office**

Revised or new internal procedures for the Office have been put into place. An example would be reporting to Director on post-Visitation Questionnaires on a monthly basis.

An internal procedure for handling Post-Visitation Questionnaires was proposed in July 2018 following a (full) Visitation carried out in the end of 2017, for which negative feedback was received from the visited Establishment. The main aim of introducing the procedure was to involve the Director of ESEVT in speeding up the process of revising and acting upon complaints related to the conduct of ESEVT experts during Visitations, as well as issues resulting from not strictly adhering to the SOP. The procedure was revised by CIQA in October 2018 and finally approved by the ExCom in November 2018.

## **12. Development of an EAEVE Strategic Plan 2020-2025**

Following on from the Strategic Plan 2015-2020, the newly appointed EAEVE President, Stéphane Martinot, initiated the preparation of a Strategic Plan 2020-2025. A first draft of the Strategic Plan and a revised SWOT Analysis was presented to ExCom in November 2018 for feedback, together with the proposed schedule for the preparation, revision, circulation and approval of the documents.

Delegates were asked to provide their opinions at the January 2019 ExCom meeting. Following this meeting, a further draft of the Strategic Plan and SWOT analysis were prepared and presented to the General Assembly in May 2019 for further stakeholder feedback, together with the schedule of the new Strategic Plan.

After this stakeholder feedback the Strategic Plan 2020-2025 was revised and finalised by ExCom in 2019 and was circulated to all EAEVE members through the delegates. Any further feedback was considered at the February 2020 ExCom meeting and a further draft document prepared for circulation to EAEVE members and stakeholders before final acceptance by the EAEVE General Assembly 2020. However, due to circumstances prompted by COVID 19, the EAEVE General Assembly was postponed for a later date in 2020; thus, approval of these documents is delayed and not in line with the previously prepared schedule.

## **13. Development of revised Statutes following membership requests from wider European and non-European countries**

Due to the increasing number of requests to become members of EAEVE (within and outside of Europe) and thus be evaluated by the ESEVT (which is only possible for members), the need arose to introduce and clarify the distinction between two types of membership – European (as defined by the Council of Europe) and non-European. Therefore, the EAEVE Statutes was amended and approved by the General Assembly in May 2018 which introduced a new category: Affiliate membership. This new category of Affiliate membership included two types of members: Affiliate non-European members, who will never change their Affiliate status even after undergoing an ESEVT (full) Visitation, and European Affiliate members, who could revert to full membership status after a (full) Visitation.

However, in late 2018, ExCom started a discussion and revision of this new category and found it insufficient for describing the actual situation. The name Affiliate members to describe two kinds of membership may be somewhat problematic and discriminatory, as non-European Establishments who follow the ESEVT (such as the Japanese universities) fall into the same category as those European Establishments who do not follow the ESEVT and thus were reclassified to Affiliate membership status. The ExCom felt that there was a need for a more precise classification for different membership, considering the above-mentioned discrepancy.

Furthermore, it was noted that the Statutes must be in agreement with the terminology and definitions of the SOP 2019. As a result, it was decided that a revised proposal should be prepared to be in agreement and consistent with the SOP 2019, focusing on, for example, how an Establishment is defined. Thus, for May 2019, Article 4-8 of the EAEVE Statutes 2018 was amended and presented for approval by the General Assembly.

Accordingly, under Article 4, there are three categories of membership proposed instead of the previous two:

- Full Members
  - Candidate Members
  - Associates
- The first two categories refer to European Establishments, as defined by the Council of Europe:
    - Full Members “have been approved/accredited or conditionally approved/accredited by ESEVT”
    - Candidate Members are either new members, who “have applied for Candidate membership through ExCom after completing an ESEVT Consultative Visitation and have been admitted by the Executive Committee”, or “have been reclassified to Candidate membership by the EAEVE General Assembly following Article 7”.
  - Associates, on the other hand, are non-European Establishments, as defined by the Council of Europe, who “have applied for Associate membership through ExCom, after completing an ESEVT Consultative Visitation, and have been admitted by the ExCom”.

Furthermore, Article 5 defines the eligibility for membership; Article 6 is devoted to describe the different voting rights at the General Assembly; Article 7 determines that membership status shall cease under certain circumstances. According to Article 8, all members may ask to be evaluated by the ESEVT in agreement with the latest SOP: Candidate members will revert to Full membership status once the Establishment has completed a (full) Visitation, being Accredited or Conditionally Accredited, while Associates, since membership of Establishments is linked to their geographical location, will not change their membership status.

#### **14. Development of a ‘Criteria for new members’ document on core academic values**

Due to numerous applications within and outside of Europe (utilising a definition of Europe as outlined by the Council of Europe), the above question arose at one of the ExCom meetings in early 2019 when considering the status of Affiliate Members (the different memberships discussed earlier in this document).

The question was whether revised criteria should be introduced for those Establishments applying to be Affiliate Members of EAEVE, at least for a formal document on a commitment to core academic values to be agreed on by the applying Establishment. Accordingly, after extensive discussion, a document was prepared during the year based on a template by the International Association of Universities and was approved in December 2019 by the ExCom. The document is to be presented to the General Assembly 2020 for information and to be sent for signature to all member applicants in the future.

#### **Appendix 1**

## **15. ESEVT Visitor Competency Framework**

The development of the ESEVT Visitor Competency Framework was prompted by the fact that the E-learning course introduced in 2015 was based only on lexical knowledge of the expert candidates. However, in order to introduce a new course based on different testing methods, a competency framework was needed, firstly to define what the aim of the new E-learning course is and secondly what is expected from an ESEVT Visitor.

Discussion of this issue began in early 2017 and draft versions of the Competency Framework were shared with Coordinators and all committee members of EAEVE (CIQA, ECOVE) before the final version was approved by ExCom in November 2018. The person guiding the preparation and revision was Marc Gogny, with the help of a working group and the ESEVT Coordinators.

### **Appendix 2**

## AREAS FOR DEVELOPMENT

### *ESG 3.4 Thematic analysis*

#### **Standard**

Agencies should regularly publish reports that describe and analyse the general findings of their external quality assurance activities

#### **Guidelines**

*In the course of their work, agencies gain information on programmes and institutions that can be useful beyond the scope of a single process, providing material for structured analyses across the higher education system. These findings can contribute to the reflection on and the improvement of quality assurance policies and processes in institutional, national and international contexts. A thorough and careful analysis of this information will show developments, trends and areas of good practice or persistent difficulty.*

#### **ENQA Board Recommendation**

EAEVE is recommended to strengthen its thematic analysis by selecting specific themes, eventually proposed by its members and stakeholders, such as for example: ‘student centred learning’, ‘development of academic staff’, ‘recognition’ or other relevant themes. A thorough and careful analysis of the information can show more developments, trends and areas of good practice or persistent difficulty. EAEVE has to define a cyclic period for its thematic analysis.

#### **EAEVE response:**

- In response, EAEVE believes that developing such a system wide analysis on different themes was an excellent idea, especially combining them with the annual GA meetings.
- The feedback collected from the attendants in the EAEVE Hannover GA 2018 was carefully analysed to create a provisional programme for the second day of the 2019 GA held in Zagreb.
- In addition, EAEVE believes that the suggestion to define a "cyclical period" for these analyses, is another good idea which it intends to follow up on.

## ESG 2.1 Consideration of internal quality assurance

### **Standard**

External quality assurance should address the effectiveness of the internal quality assurance processes described in Part 1 of the ESG.

### **Guidelines**

*Quality assurance in higher education is based on the institutions' responsibility for the quality of their programmes and other provision; therefore, it is important that external quality assurance recognises and supports institutional responsibility for quality assurance. To ensure the link between internal and external quality assurance, external quality assurance includes consideration of the standards of Part 1. These may be addressed differently, depending on the type of external quality assurance.*

### **ENQA Board Recommendation**

It is recommended that the technique suggested and provided by the ESEVT SOP for assessing the ESG 2015 Part 1 is reviewed to make it more fit for purpose and in order to avoid misconceptions and either overlaps or omissions. Instead of seeing the ESG 2015 Part 1 as an add-on feature of quality assurance, it is recommended to integrate the ESG 2015 Part 1 standards and guidelines holistically and directly into the other standards provided in the ESEVT SOP concepts and hands-on templates for writing SERs and evaluation reports. This may render better services to developing and assessing quality and quality assurance policies and practices of higher education institutions.

**NB In reaching this judgement, the ENQA review team stated that its judgements concerning ESG 2.1 and ESG 2.5 are essentially based on only one and the same deficiency**

### **EAEVE response:**

- This major suggestion from ENQA was basically that instead of Standard 11 in the 2016 ESEVT SOP been seen as an add-on feature of quality assurance, this Standard should be holistically and directly integrated into the other 10 standards provided for within the ESEVT SOP. Therefore:
  - A working group comprising QA experts was set-up in early 2018 to implement this recommendation. Their job was to renew the SOP specifically by removing Standard 11 and integrating its QA principles into the remaining 10 Standards
  - In addition, the group reduced the number of the Substandards (present in what is called the “Rubrics”) by selective merging of these Substandards and aligning them to their respective standard chapters
  - Since then there have been over 6 drafts/iterations which were disseminated and revised by all EAEVE members, all EAEVE committees and stakeholders such as FVE, UEVP, UEVH, EVERI, EASVO, EBVS, IVSA, EAEVE Office
  - The final Draft was finally and successfully presented to the 2019 General Assembly in Zagreb in May 2019 for agreement as the new ESEVT SOP
- A major factor resulting from this change to the new SOP, was the recognition of the importance for the experts covering the ten Standards to have some knowledge of the important QA principles, especially within the individual Standards they have a primary responsibility for.

- However, a decision was made and then implemented that there would always be a QA expert(s) on the Visitation Team who would work closely with their colleagues and as such, be necessarily involved in many of the Standards.
- In addition, the E-learning platform undertaken by all experts has a measure of QA within it.

#### **A) Current E-learning course**

Currently, these are the three questions related to QA in the E-learning course 2019 for all expert candidates, spread across the 10 chapters on ESEVT Standards:

- **Standard 1**

MCQ 2.4.1.6. The Establishment must undergo internal and external quality assurance:

A: on a cyclical basis

B: in cooperation with staff, students and stakeholders

C: in agreement with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

D: all answers are correct

E: none of the answers is correct

- **Standard 3:**

MCQ 2.4.3.6. The qualification resulting from a programme must:

A: refer to the correct level of the national qualifications' framework for higher education

B: refer to the Framework for Worldwide Qualifications

C: refer to the Framework for Qualifications of AVMA

D: all answers are correct

E: none of the answers is correct

- **Standard 7:**

MCQ 2.4.7.4. The Establishment must consistently apply pre-defined and published regulations on:

A: student admission

B: recognition

C: certification

D: all answers are correct

E: none of the answers is correct

#### **B) Draft E-learning course based on the ESEVT Visitors Competency Framework**

- The current E-learning course was developed in 2015, following which its content was revised in 2016, 2017 and in 2019 to be in accordance with the documents that had been updated in the meantime.
- It is a cost-efficient E-learning course and requires Expert candidates to read online the most important documents of EAEVE and ESEVT. The candidates then answer a collection of multiple-choice questions based on these documents, no less, no more.
- However, since the development of the ESEVT Visitor Competency Framework and its approval in 2019, a new form of training has been proposed to be based on the competency framework. The new course is designed to be more interactive and to be based on real-life scenarios in the form of case studies.
- Four challenges, as agreed on by ExCom, will have to be addressed in the future with the new E-learning course:

- to adapt the current training to the SOP 2019
  - to amend the method of training, as the current course is not the most appropriate in this respect
  - to apply the ESEVT Visitor Competency Framework to the training
  - to consider continuing education for all Visitors
- A demo presented in February 2020 to ExCom included case studies, to which there is, strictly speaking, no right or wrong answer, rather there are different feedbacks specific to the selected answer.

## ESG 2.5 Criteria for outcomes

### **Standard**

Any outcomes or judgements made as the result of external quality assurance should be based on explicit and published criteria that are applied consistently, irrespective of whether the process leads to a formal decision

### **Guidelines**

*External quality assurance and in particular its outcomes have a significant impact on institutions and programmes that are evaluated and judged. In the interests of equity and reliability, outcomes of external quality assurance are based on pre-defined and published criteria, which are interpreted consistently and are evidence-based.*

*Depending on the external quality assurance system, outcomes may take different forms, for example, recommendations, judgements or formal decisions.*

### **ENQA Board Recommendation**

EAEVE is strongly recommended to review its template for experts' reporting, in addition to reviewing its template for drafting the SERs, in order to align the template content to the quality criteria (rubrics) laid out in the SOP chapters, and to do so by integrating the ESG 2015 Part 1 (standard 11 of the SOP 2016) holistically into the quality assessment criteria presented in standards 1 – 10 of the SOP 2016 in order to both avoid undue overlap and promulgate better understanding of the quality concepts fostered by ESG 2015 Part 1.

It is also recommended to check more intensely that all reports explicitly cover all the quality parameters in a more holistic and systematic way.

**NB In reaching this judgement, the ENQA review team stated that its judgements concerning ESG 2.1 and ESG 2.5 are essentially based on only one and the same deficiency**

### **EAEVE response:**

- As set out in the response outlined above for ESG 2.1 Consideration of internal quality assurance

## ESG 2.7 Complaints and appeals

### **Standard**

Complaints and appeals processes should be clearly defined as part of the design of external quality assurance processes and communicated to the institutions

### **Guidelines**

*In order to safeguard the rights of the institutions and ensure fair decision-making, external quality assurance is operated in an open and accountable way. Nevertheless, there may be misapprehensions or instances of dissatisfaction about the process or formal outcomes.*

*Institutions need to have access to processes that allow them to raise issues of concern with the agency; the agencies, need to handle such issues in a professional way by means of a clearly defined process that is consistently applied.*

*A complaints procedure allows an institution to state its dissatisfaction about the conduct of the process or those carrying it out.*

*In an appeals procedure, the institution questions the formal outcomes of the process, where it can demonstrate that the outcome is not based on sound evidence, that criteria have not been correctly applied or that the processes have not been consistently implemented.*

### **ENQA Board Recommendation**

EAEVE is recommended to make the complaints procedure (concerning procedural faults, as contrasted by appeals concerning flaws of judgement) explicit by explaining its existence and its procedures, e.g. in the SOP. Whether or not the complaints procedure can be integrated into the same framework as the appeals procedures, thus creating only one type of process, is a matter of judgement open to EAEVE policy.

Since the appeal procedures can take a lot of time due to fact that ECOVE meets only twice a year, abbreviations in process should be considered, e.g. by using telephone conferences or Skype meetings.

### **EAEVE response:**

- In response by EAEVE, this recommendation has been taken into consideration by the SOP working group and a more formal complaint procedure was introduced into the Draft SOP which was accepted by the EAEVE GA in Zagreb in May 2019.

## Suggestions for Further Development

In addition to the four recommendations outlined above, ENQA had a number of “**Suggestions for Further Development**” within their report:

*ESG 3.1: Although, students are not requesting membership of ECOVE and the appeal panel, EAEVE can consider to take the students on board.*

- In response by EAEVE, this issue has been discussed by ExCom and also by a discussion initiated between President Stéphane Martinot (EAEVE) and President Magda Jannasch (International Veterinary Student Association (IVSA)), resulting in a joint agreement that having a student on ECOVE and the appeal panel is not feasible, with both organisations **not** in favour of it
- Also, a high cost for the Establishment and difficulties in finding appropriate students.

*ESG 3.5: While the director and the 3 deputy coordinators are essentially sufficient to meet operational needs, EAEVE may consider the added value gained by having a member of staff who is professionally experienced in the current quality assurance policies and practices in the European Higher Education Area and could be a useful resource person for developing EAEVE activities further. A financial compensation of team members would strengthen the possibility to attract QA experts outside Veterinary establishments.*

- In response, EAEVE believes this is not currently necessary since one of the current Coordinators has a specific QA experience. However, when the Visitation schedule picks up with the new 7-year cycle, it may be necessary to appoint another Coordinator with such QA experience
- The ExCom had prepared and approved a document on 31 January 2019 on the tasks and responsibilities of Coordinators (Job description for Coordinators), in case there was an urgent need for an additional Coordinator. In the meantime, EAEVE Office staff are encouraged and financed to follow QA training courses.
- While EAEVE is firmly committed to recruiting more QA experts, both from a veterinary background as well as from a non-clinical background, financial compensation for the expert team will cause undue financial pressure on a number of Establishments.

*ESG 2.4: In the few cases when there is no student from the student organisation, an ESEVT expert can recommend a student panel member. The formulation in the ESEVT SOP 2016 suggests that all student members need a recommendation by an ESEVT expert, which is not the case. The panel suggest to clarify this in the current SOP. If a student Visitor is proposed by the Chairperson / Coordinators of a Visitation, they still need to send a recommendation letter from their local IVSA representatives. This recommendation is not from the expert who selected them*

*The panel learned that students are now vital in the current ESEVT SOP. Nevertheless, students do not participate in the consultative visitations. The panel encourages EAEVE to involve students in the consultative visitations.*

- In response, EAEVE does understand that this could be useful, especially with an experienced student, although it would involve additional costs for the Establishment and involve some difficulty in finding appropriate students.
- In addition, it is important to recognise that Consultative Visitations are **not** part of the ESEVT system as the purpose of such Visitations is to appraise the overall compliance of an Establishment with ESEVT Standards. This pre-accreditation Visitation is advisory in nature with the intention of observing whether the Establishment reaches the threshold level to apply for a (full) Visitation by EAEVE. The Consultation Visitations do not lead to any decision, and the visited Establishment is not listed on the EAEVE website, neither is the Consultative Visitation report made public. The Consultative Visitation is not a Quality Assurance component of ESEVT.
- This important differential between a Consultative and Full Visitation was recognised by ENQA.

*ESG 2.4: A daylong training session for panel members in a single location would be beneficial. With experts drawn from throughout Europe and at times beyond, the expense would presently be prohibitive. Other than the current online training, a more electronically visual and real time training programme might nonetheless be beneficial. EAEVE may consider linking a face-to-face-training the annual GA for all attendees.*

- In response, EAEVE currently believes that this would be prohibitively expensive (which the ENQA visitors agreed with). Nevertheless, EAEVE is developing an amended electronic training scheme for all experts and, in addition, more formal on-site training for New Visitors by the Coordinator.
- EAEVE has introduced regular ESEVT sessions (including a question and answer session) at the annual GA for all those attending.
- It was agreed on by Coordinators that the training of New Visitors should be continued at their first Visitation, in addition to the successful completion of the E-learning course. A more formal and extensive training two-hour course was developed and supported by a PPT presentation, which is to be delivered by the Coordinator to all New Visitors and the student Visitor on the first day of the Visitation, immediately before the first Team meeting on the Monday of each Visitation.

*ESG 2.7: EAEVE should consider to bear cost, at least its own, in cases of successful appeals and complaints if these have led to a change in judgement in the given case.*

- In response by EAEVE, the issue was taken into consideration by CIQA and it was proposed that if the appeal of the Establishment is accepted by the appeal panel, the costs of the appeal procedure should be reimbursed by EAEVE. The proposal was presented to and taken into consideration by the ExCom in November 2018, and it was not accepted. It should be mentioned that there is currently no fee for an appeal procedure.

## Stakeholder involvement and adaption of the report by ExCom

	<b>Prepared by:</b>	<b>Reviewed by:</b>	<b>Approved by:</b>
<b>Name:</b>	Philip Duffus	Stéphane Martinot, Pierre Lekeux, ESEVT Coordinators, EAEVE Office, EAEVE Executive Committee	EAEVE Executive Committee
<b>Date:</b>	January 2020	February-April 2020	17 April 2020

Revision Nr.	Prepared by:	Date:	Approved by:	Date:
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**European Association of Establishments for  
Veterinary Education**



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## **COMMITMENT TO CORE ACADEMIC VALUES**

By becoming *Full member / Candidate member / Associate* of the *European Association of Establishments for Veterinary Education (EAEVE)*, we at the \_\_\_\_\_ (*the applying Establishment*) recognize and fully endorse the commitment of EAEVE to uphold and advance the core academic values that the Association considers to be the defining features of Establishments for Higher Education in Veterinary Sciences, which lead to an academic degree, permitting application for a professional status allowing the exercise of veterinary medicine, and whose primary goal is to pursue and disseminate knowledge.

While noting and respecting diversity in context, culture and tradition, we acknowledge that through its work, EAEVE strives to achieve common higher education goals and shared ideals, most importantly to promote and further develop the quality and standard of Establishments for Higher Education in Veterinary Sciences, and to transcend such differences as language, economic wealth, political ideology, religious beliefs, gender and others.

The following core and enduring academic values should be respected, as underpinning and defining the role of Establishments for Higher Education in Veterinary Sciences:

- academic freedom in the dissemination, creation and pursuit of knowledge;
- institutional autonomy balanced by social responsibility and responsiveness;
- excellence and merit as the standard measure of performance;
- opposition to all forms of discrimination based on gender, race, religion or ethnicity;
- respect for divergent opinion;
- promotion and development of intercultural dialogue and learning;
- freedom of academic mobility and enhancement of the internationalization of knowledge; and
- promotion of human rights, justice, freedom, human dignity and solidarity.

We also acknowledge EAEVE's affirmation that Establishments for Higher Education in Veterinary Sciences should create and disseminate knowledge while protecting and promoting academic values and fundamental rights.

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I, the undersigned \_\_\_\_\_ (*Head of Establishment*), as the representative of \_\_\_\_\_ (*the applying Establishment*), at \_\_\_\_\_ (*address*) and available via \_\_\_\_\_ (*e-mail*), agree to support EAEVE's mission, the EAEVE Statutes and the prevailing *Standard Operating Procedure (SOP)* of the *European System of Evaluation of Veterinary Training (ESEVT)*, as well as the *Standards and guidelines for quality assurance in the European Higher Education Area (ESG)*, and to ensure that the values and principles embraced by the Association are known and understood by my Establishment's academic and administrative staff and students.

Signature:

Date, place:

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## ESEVT Visitor Competency Framework

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Version approved by ExCom, 2018/11/22

## ESEVT Visitor Competency Framework

### **Foreword**

« *The main objective of the ESEVT is to check if the professional qualifications provided by the veterinary educational Establishments are compliant with the relevant EU Directives and the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).* » (ESEVT standard operating procedures, Introduction).

According to the standard 2.4 of the ESG:

« *External quality assurance should be carried out by groups of external Visitors that include (a) student member(s).* »

The corresponding guideline states:

« *In order to ensure the value and consistency of the work of the Visitors, they:*

- *are carefully selected;*
- *have appropriate skills and are competent to perform their task;*
- *are supported by appropriate training and/or briefing.* »

The present document defines the ESEVT Visitor competency framework. This framework is inspired by the work of the Institute of Internal Auditors (IIA, Lake Mary, FL, USA, [na.theiia.org](http://na.theiia.org)), an international association promoting worldwide standards and frameworks for auditors, together with ENQA's *QA professional competencies framework*. Eight competences have been retained in the following framework, in order to adapt the framework to the special circumstances and voluntary activities of ESEVT Visitors, including Quality Assurance.

As promoted by IIA, each competence is developed in a panel of sub-competences, each one of them being required (or not) for a Visitor, a chairperson and/or a coordinator, and correlated to the conditions leading to their development and assessment.

Most sub-competences are assumed to be already acquired by most Visitors, as they are part of the required skills of a teacher or researcher. It was however necessary to formalize them so that each of them could proceed to a reflexive analysis of his knowledge and his behaviours. For the ESEVT specific sub-competences, the Visitors are trained through an improved online offer, more interactive and illustrated with concrete examples, without increasing the volume of time that the Visitors must devote to it. It is supplemented by a coaching by senior Visitors during the first visits and is mainly evaluated by the post-visitation questionnaires.

## ***The eight ESEVT Visitor core competences***

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**Competence 1**

**Demonstrating professional ethics**

<i>Sub-competences</i>	<i>Visitor</i>	<i>Chairperson</i>	<i>Coordinator</i>	<i>Developed through</i>
PE1. Upholds and promotes EAEVE's Code of Conduct	√	√	√	<i>Relevant MCQ*</i> and/or informal discussions and/or visitation feedbacks
PE2. Applies ethical principles and values to the establishment being audited	√	√	√	<i>Case studies</i> and/or <i>webinars</i> and/or coaching by seniors
PE3. Advocates the use of ethical principles and values to the establishment being audited		√	√	Coaching to new Visitors and/or visitation feedbacks,
PE4. Adheres to the ESEVT's standard operating procedures	√	√	√	<i>Relevant MCQ</i> and/or <i>case studies</i> and/or peer coaching and/or shadowing chairpersons and coordinators
PE5. Speaks with authority on the ESEVT's standard operating procedures		√	√	Informal discussions and/or visitation feedbacks and/or coordinators meetings
PE6. Treats others fairly without discrimination	√	√	√	Visitation feedbacks
PE7. Maintains objectivity in appearance and fact	√	√	√	Coaching by seniors and/or visitation feedbacks
PE8. Discusses ethical conflicts with the coordinator	√	√		Team discussions during visitations
PE9. Acts with due sensitivity where ethical principles are being abused	√	√	√	<i>Case studies</i> and/or visitation feedbacks
PE10. Exercises due professional care	√	√	√	Application form and/or team discussions and/or visitation feedbacks

\*In all tables, the words *in italics* refer to activities that are delivered on-line through the ESEVT e-learning.

## Competence 2 Managing teams

<i>Sub-competences</i>	<i>Visitor</i>	<i>Chairperson</i>	<i>Coordinator</i>	<i>Developed through</i>
TM1. Advocates the ESEVT function and its value during the visitation	√	√	√	Team discussions and/or visitation feedbacks
TM2. Acts as a role model by exemplifying high performance for team members	√	√	√	Team discussions and/or visitation feedbacks
TM3. Analyses own strengths and weaknesses to maximize personal contribution to the ESEVT	√	√	√	<i>Self-assessed personality test</i> Coaching of new Visitors and/or coaching by seniors and/or visitation feedbacks
TM4. Anticipates and responds sensitively to visited establishment's staff problems, concerns and questions	√	√	√	Team discussions and/or visitation feedbacks
TM5. Articulates clear expectations and goals to the team and links these to ESEVT's strategy		√	√	Team discussions and/or coaching to newbies and/or visitation feedbacks
TM6. Strives for quality and excellence and encourages others to do the same	√	√	√	Team discussions and/or visitation feedbacks

To be cont'.../...

## Competence 2 (cont')

### Managing teams

<i>Sub-competences</i>	<i>Visitor</i>	<i>Chairperson</i>	<i>Coordinator</i>	<i>Developed through</i>
TM1. Advocates the ESEVT function and its value during the visitation	√	√	√	Team discussions and/or visitation feedbacks
TM8. Takes personal accountability for results delivered in areas of responsibility	√	√	√	Team discussions and/or visitation feedbacks
TM9. Monitors team performance and workload and provides constructive and timely feedback to help others achieve their goals		√	√	Team discussions and/or visitation feedbacks
TM10. Coaches others to enhance their competence and professional development		√	√	Coaching to newbies and/or team discussions
TM11. Maintains up-to-date competencies required for effective internal audit delivery	√	√	√	Desk-based research and/or <i>ESEVT CPD webinars</i>
TM12. Values and promotes diverse viewpoints and cultural sensitivity	√	√	√	Team discussions

### Competence 3

## Mastering Standard Operating Procedure implementation

Sub-competences	Visitor	Chairperson	Coordinator	Developed through
SP1. Maintains current deep knowledge of the updated SOP, including QA aspects	√	√	√	Relevant e-learning activities and MCQ and/or CPD webinars and/or team discussions and/or visitation feedbacks
SP2. Leads the implementation of the SOP before, during and after the visitation		√	√	Team discussions and/or visitation feedbacks
SP3. Demonstrates appropriate use and interpretation of the SOP, seeking consultation if applicability is unclear	√	√		Case studies and/or MCQ and/or team discussions, and/or visitation feedbacks
SP4. Demonstrates deep understanding of the standards under his/her responsibility and basic knowledge of the other standards	√	√	√	Case studies and/or MCQ and/or team discussions and/or visitation feedbacks
SP5. Adheres to the requirements of the SOP before, during and after a visitation	√	√	√	Team discussions and/or visitation reports and/or visitation feedbacks
SP6. Ensures team has access to all systems, processes and people		√	√	Discussions with visited establishment and/or visitation feedbacks
SP7. Ensures the independence of the ESEVT procedures	√	√	√	Application form and/or team composition and/or visitation feedbacks

**Competence 4**

**Mastering Quality Assurance and European Standards and Guidelines**

<i>Sub-competences</i>	<i>Visitor</i>	<i>Chairperson</i>	<i>Coordinator</i>	<i>Developed through</i>
QA1. Demonstrates in-depth knowledge of the quality assurance and enhancement system promoted by ESEVT	✓	✓	✓	Application form and/or <i>relevant e-learning activities and MCQ</i> and/or <i>CPD webinars</i> and/or team discussions and/or visitation feedbacks
QA2. Demonstrates comprehensive knowledge of European Standards and Guidelines for quality assurance in the European Higher Education area	✓	✓	✓	
QA3. Recognizes the importance of continuous improvement in the establishment's major and minor activities	✓	✓	✓	
QA4. Demonstrates understanding of implementation of different QA techniques in varying contexts	✓	✓	✓	
QA5. In agreement with all the team, identifies an example of application of Deming cycle within each ESEVT standard	✓	✓	✓	

To be cont'.../...

This competence applies for QA Visitors. Basics in QA knowledge, QA techniques and QA audit requirements are already included in the other competences.

**Competence 4 (cont')**

**Mastering Quality Assurance and European Standards and Guidelines**

<i>Sub-competences</i>	<i>Visitor</i>	<i>Chairperson</i>	<i>Coordinator</i>	<i>Developed through</i>
QA6. Identifies weaknesses and threats and evaluate appropriateness of responses	√	√	√	<i>Case studies and/or CPD webinars and/or coaching by seniors and/or team discussions</i>
QA7. Identifies strengths and opportunities and evaluate appropriateness of development plans	√	√	√	
QA8. Ensures that the establishment's policies, processes and plans reflect the labour market needs	√	√	√	
QA9. Ensures that the establishment's management project, as reflected in its policies, processes and plans, is effectively implemented	√	√	√	
QA10. Checks implementation of appropriate measures of operational performance and teaching quality across the organisation to ensure fact-based decision-making	√	√	√	
QA11. Identifies risks, failures and non-conformances by cross-checking and analysis of the provided relevant documents (paper or electronic)	√	√	√	

This competence applies for QA Visitors. Basics in QA knowledge, QA techniques and QA audit requirements are already included in the other competences.

## Competence 5 Communicating effectively

Sub-competences	Visitor	Chairperson	Coordinator	Developed through
C1. Secures the trust of others through positive use of communication	√	√	√	<i>Self-assessed personality test</i> Application form and/or coaching by seniors and/or coaching to new Visitors and/or team discussions and/or Visitor report drafts and/or visitation feedbacks
C2. Fosters open communication	√	√	√	
C3. Demonstrates respect for others, and customizes messages to reflect the needs of the target audience	√	√	√	
C4. Organizes and expresses ideas clearly and with confidence in order to influence others	√	√	√	
C5. Extracts key information from a variety of sources to support communication	√	√	√	
C6. Selects appropriate communication forms (verbal, non-verbal, visual, written) and media (face to face, electronic, paper-based)	√	√	√	
C7. Demonstrates an appropriate use of English language (oral and written including the technical conventions)	√	√	√	
C8. Listens actively, asking questions as required to check own understanding	√	√	√	

To be cont'.../...

## Competence 5 (cont')

### Communicating effectively

Sub-competences	Visitor	Chairperson	Coordinator	Developed through
C9. Solicits feedback from audience to gauge the effectiveness of the communication	√	√	√	<i>Self-assessed personality test</i> Application form and/or coaching by seniors and/or coaching to newbies and/or team discussions and/or Visitor report drafts and/or visitation feedbacks
C10. Anticipates reactions to communication and plans responses in advance	√	√	√	
C11. Discusses audit findings and their impacts professionally and confidently with appropriate levels of the visited establishment		√	√	
C12. Interprets and uses body language to reinforce communication	√	√	√	
C13. Delivers information in a structured fashion to foster learning and development among members of the audience	√	√	√	
C14. Applies appropriate communication skills in interviews	√	√	√	

These communication skills are required with all staff and students in the visited establishment. However, the demand of those skills increases with seniority as:

- the information being handled becomes more complex
- the strategic significance of messages being communicated becomes greater
- the audiences being delivered to are more senior in the establishment's organization
- the audiences being delivered to are more challenging and demanding

## Competence 6 Persuading and collaborating

Sub-competences	Visitor	Chairperson	Coordinator	Developed through
PC1. Upholds service orientated attitude	√	√	√	Application form and/or dean's recommendation and/or coaching by seniors and/or coaching to newbies and/or team discussions and/or visitation feedbacks
PC2. Anticipates and takes into account the impact of own interpersonal style on others when communicating and building relationships	√	√	√	
PC3. Manages conflict by negotiating and resolving disagreements	√	√	√	
PC4. Takes account of the visited establishment's politics and acts accordingly	√	√	√	
PC5. Balances diplomacy with assertiveness	√	√	√	
PC6. Put people at ease and builds open, constructive relationships with all parties	√	√	√	
PC7. Identifies and manages the needs and expectations of the establishment	√	√	√	
PC8. Collaborates with others and encourages others to work collaboratively	√	√	√	

To be cont'.../...

**Competence 6 (cont')**

**Persuading and collaborating**

<i>Sub-competences</i>	<i>Visitor</i>	<i>Chairperson</i>	<i>Coordinator</i>	<i>Developed through</i>
PC9. Shows resilience in difficult situations to push through resistance and then work with people in a constructive manner	√	√	√	Application form and/or dean's recommendation and/or coaching by seniors and/or coaching to newbies and/or team discussions and/or visitation feedbacks
PC10. Leads by example with regard to respect, helpfulness and cooperation	√	√	√	
PC11. Maintains independence and objectivity in all situations	√	√	√	
PC12. Makes a positive impact on others, demonstrates credibility and secures respect and cooperation	√	√	√	
PC13. Recognizes own limitations and seeks advice and support where required	√	√	√	
PC14. Respects confidentiality and secures the trust of other parties	√	√	√	
PC15. Uses a range of strategies to build active consensus and support	√	√	√	
PC16. Participates fully as a team player	√	√	√	
PC17. Works to remove organizational barriers and identifies resources to assist the team		√	√	

## Competence 7 Critical thinking

Sub-competences	Visitor	Chairperson	Coordinator	Developed through
CT1. Maintains curiosity and exercises professional scepticism	√	√	√	Relevant e-learning activities and/or case studies and/or coaching by seniors and/or coaching to newbies and/or team discussions and/or visitation feedbacks
CT2. Selects and uses a variety of techniques to verify data and other information provided in the SER	√	√		
CT3. Uses critical thinking to identify and propose tactics for process improvement	√	√	√	
CT4. Assists management in finding practical solutions to address issues identified through audit activity	√	√	√	
CT5. Applies data collection, data mining, data analysis and statistical techniques	√	√	√	
CT6. Ensures that information in decision making is relevant, accurate and sufficient	√	√	√	
CT7. Utilizes benchmark research to support decisions and key messages	√	√	√	

## Competence 8 Mastering audit delivery

<i>Sub-competences</i>	<i>Visitor</i>	<i>Chairperson</i>	<i>Coordinator</i>	<i>Developed through</i>
AD1. Applies the SOP and carries out the audit procedures to meet the specific ESEVT objectives	√	√	√	Team discussions and/or visitation feedbacks
AD2. Ensures the quality of planning and delivery of ESEVT actions		√	√	<i>Relevant MCQ</i> and/or team discussions and/or visitation feedbacks
AD3. Supervises the execution of ESEVT activities to ensure that objectives are met and quality is assured		√	√	Coaching to new Visitors and/or team discussions and/or visitation feedbacks
AD4. Maintains objectivity throughout the visitation process	√	√	√	
AD5. Manages all resources efficiently to ensure the ESEVT objectives are met	√	√	√	<i>Relevant MCQ</i> and/or coaching by seniors, coaching to new Visitors and/or team discussions and/or visitation feedbacks
AD6. Demonstrates efficiency and persistence, managing own time and ensuring deadlines and objectives are met	√	√	√	
AD7. Develops, implements and ensures delivery in accordance with agreed timelines		√	√	Coaching to new Visitors and/or team discussions and/or visitation feedbacks
AD8. Obtains reliable, relevant and sufficient evidence and evaluates critically	√	√		<i>Relevant MCQ</i> and/or <i>case studies</i> and/or coaching by seniors and/or coaching to new Visitors and/or team discussions and/or visitation feedbacks

To be cont'.../...

**Competence 8 (cont')**

**Mastering audit delivery**

<i>Sub-competences</i>	<i>Visitor</i>	<i>Chairperson</i>	<i>Coordinator</i>	<i>Developed through</i>
AD9. Identifies and informs ECOVE of the potential strategic implications of the team's conclusions for the visited establishment		√	√	Coaching to newbies and/or team discussions and/or visitation feedbacks and/or coordinators meetings
AD10. Develops and ensures that the evaluation report chapters are a true reflection of all activities and conclusions observed by the Visitors during the visit	√	√	√	Case studies and/or relevant MCQ and/or coaching by seniors and/or team discussions and/or visitation feedbacks
AD11. In agreement with all the team and acting within the SOP, identify any weakness, and then propose recommendations in order to overcome such weaknesses	√	√	√	Team discussions and/or visitation feedbacks and/or coordinators meetings
AD12. Ensures that all parts of the Visitors report properly accounts and cover the QA aspects		√	√	Coaching to new Visitors and/or team discussions and/or visitation feedbacks

## Tracking system

### ESEVT Visitor competency framework

	Prepared by:	Reviewed by:	Approved by:
Name:	Marc Gogny and framework WG	Coordinators Office team CIQA EAEVE ExCom	EAEVE ExCom
Date:	11/10/17	Between 11/10/17 and 21/11/18	22/11/18

Revision Nr.	Prepared by:	Date:	Approved by:	Date:
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