



Veterinary Continuous Education in Europe

# *Why quality assurance of veterinary training is so important?*

CONSIGLIO NAZIONALE FNOVI 2019

Torino, 16 November 2019

*Despoina Iatridou, DVM Drs*

*FVE Senior Policy Officer/ VetCEE General Secretary*

## Overview

- Background & legal basis
- Vision of the veterinary profession and VetCEE
- VetCEE scheme



# Policy requirements for Education in European Union

- **Treaty of Lisbon** (Article 6, TFEU) → **Member States assume full responsibility**
  - ✓ EU supports, complements or supplements the actions of the Member States
  - ✓ no harmonisation of national laws and regulations
  
- **Bologna Process** → intergovernmental cooperation to improve the internationalisation of higher education.
  - ✓ **three cycle system** (bachelor/master/doctorate)
  - ✓ strengthened **quality assurance**
  - ✓ easier **recognition of qualifications** and **periods of study**

# Policy requirements for Veterinary Education in European Union *undergraduate*

- Directive 2005/36/ EC,24 as partially amended by Directive 2013/55/ EU → For **regulated professions** that benefit from **automatic recognition** of their competences throughout EU
  - ✓ Need to fulfil certain minimum requirements with regard to education
  - ✓ Need a license to practice (registration by a competent authority, obligation to follow the Code of Conduct)
  - ✓ Should ensure their Continuous Professional Development (CPD)



# Policy requirements for Veterinary Competences in European Union

- Directive 2005/36/ EC, 5 years of education / *Annex 5.4.1*
- Regulation 852/2004/EC (on the hygiene of foodstuffs) ;
- Regulation 853/2004/EC (on specific hygiene rules for food of animal origin);
- Regulation 854/2004/EC (on specific rules for the organisation of official controls on products of animal origin intended for human consumption)
- Directive (EU) 2010/63 (on animals used for scientific purposes)
- Regulation 1099/2009/EU (on the protection of animals at the time of killing) as amended by Regulation (EU) 2017/625;
- Regulation (EU) 2016/429 (on transmissible animal diseases and amending and repealing certain acts in the area of animal health);
- Regulation (EU) 2017/625 (on Official Controls)
- Regulation (EU) 2019/6 (on veterinary medicinal products); and
- Regulation (EU) 2019/4 (on the manufacture, placing on the market and use of medicated feed)



***Competences are recognised, but education and training is not harmonised!***





## European System of Evaluation of Veterinary Training (ESEVT)

- The only **Europe-wide, profession-specific** evaluation system
- Implements a robust system for the evaluation of schools with emphasis on **professional competences** and **quality assurance** of Veterinary training
- Accredited by ENQA
- It is internationally recognised and expands beyond EU



Veterinary Continuous Education in Europe

# Policy requirements for Veterinary Education in European Union postgraduate

- **Directive 2013/55/EU on the recognition of professional qualifications**

*Member States shall, in accordance with the procedures specific to each Member State, ensure, by encouraging continuous professional development, that professionals ... are able to update their knowledge, skills and competences in order to maintain a safe and effective practice and keep abreast of professional developments.;*

- **FVE Code of conduct**

*Veterinarians shall keep their knowledge, skills and competences up-to-date through continuing professional development.*

- **OIE recommendation**

*Veterinary Authorities should ensure that there are effective mechanisms for delivery, ready access to and evaluation of continuing education including e-learning materials for the veterinary profession, based on close cooperation among Veterinary Education Establishments, Veterinary Authorities, Veterinary Statutory Bodies and Veterinary Associations*



- CONSIDERING
1. that Chapter 3.1. of the OIE Terrestrial and Aquatic Animal Health Code stipulates that the quality of the Veterinary Services depends on a set of factors, which include fundamental principles such as the professional judgement of the personnel of Veterinary Services who should have the relevant qualifications, scientific expertise and experience to make sound professional judgements and that the compliance with this fundamental principle cannot be achieved without qualified personnel;
  2. that other principles to assure quality of Veterinary Services require additional competencies and skills not necessarily from the domain of veterinary science but meeting a wide range of societal expectations and to effectively communicate with various stakeholders, such as animal owners, inspectors, policy makers and the general public;
  3. the need to strengthen the capacity of all countries worldwide to maintain national animal health and veterinary public health systems that cover entire national territories and are able to provide surveillance, early detection and reporting, and rapid response to any natural, accidental or intentional aquatic and terrestrial animal disease outbreaks;
  4. the emergence of new or re-emergence of existing animal diseases, the social, economic and production consequences of transboundary animal diseases, the impact of changes in land use, climate, production systems and population demographics, the global movement of commodities and people, as well as societal concerns in the field of food security, food safety, veterinary public health and animal welfare, the ongoing implementation of the 'One Health' concept and the growing awareness of the importance of biodiversity;
  5. that the quality of education for and effective regulation of both veterinarians and veterinary para-professionals by Veterinary Statutory Bodies, with clear definitions of the respective roles and responsibilities of veterinarians and veterinary para-professionals, are often of good governance for the public and private sector components of national Veterinary Services;
  6. that following the Recommendations of previous OIE Global Conferences on Veterinary Education, the OIE has drafted key guidelines documents: 'Recommendations on the Competencies of graduating veterinarians' (Day 1 graduates) to assure National Veterinary Services of quality' (OIE Day 1 Competencies) and 'Guidelines on Veterinary Education Core Curriculum' (Global Veterinary Core Curriculum);
  7. that a substantial disparity is still observed among Veterinary Education Establishments worldwide in their implementation of the OIE Day 1 Competencies and Model Veterinary Core Curriculum.



**Veterinary Continuous Education in Europe**



**Veterinary Continuous Education in Europe**



# VetCEE is engaged to the profession

## Full Members

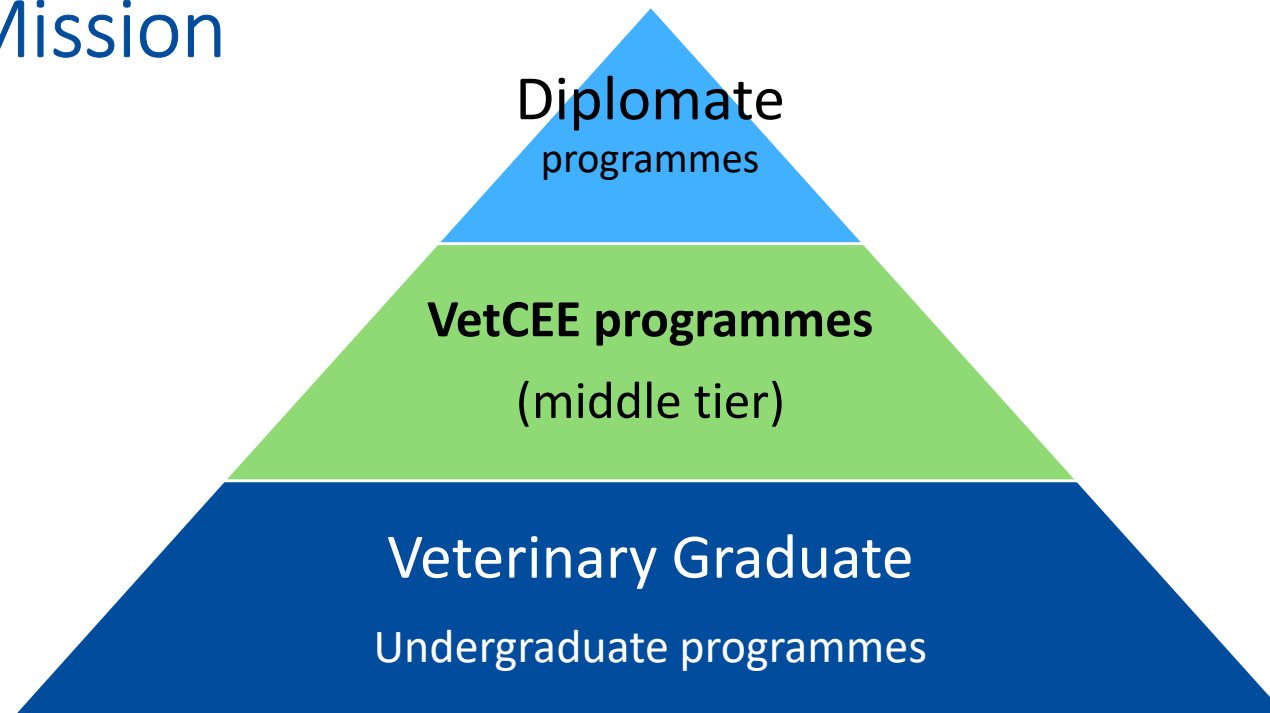


## Associate Members



Veterinary Continuous Education in Europe

## Mission



## Vision

**Recognition of post-graduate competences  
achieved through structured CPD in Europe**




**Veterinary Continuous Education in Europe**

# OBJECTIVES

- ✓ Encourage development & delivery of **modular middle -tier veterinary education** in Europe
- ✓ Promote post graduate education and encourage participation of veterinarians in **structured** programmes for their continuous professional development
- ✓ Ensure **high and consistent standards** across Europe
- ✓ Facilitate mutual **recognition of veterinary competences** after graduation and high standards of veterinary services



# Standard and Dossier of Competences



Veterinary Continuous Education in Europe  
International non-profit association


Standards  
&

**Quantity:**  
Equivalent to **30 ECTS** in 3 years

**Learning & teaching styles:**  
Blended learning

**Level**  
EQF level 7

DoC in



**FECVA**  
Federation of European Colleges of Veterinary Associations

1. Companion Animal Medicine  
[Internal Medicine and/or Surgery]
2. Management of Veterinary Practice



**eclam**  
European College of Laboratory Animal Medicine



**ESLA**  
European Society of Laboratory Animal Science



**EVERI**

DoC in

**Laboratory Animal Science and Medicine**



**ECBHM**  
European College of Bovine Health Management

DoC in

**Bovine Health and Production**



**EAphm**



**ECPHM**

DoC in

**Porcine Health Management**



**FEEVA**  
Federation of European Equine Veterinary Associations

DoC in

**Equine Practice**

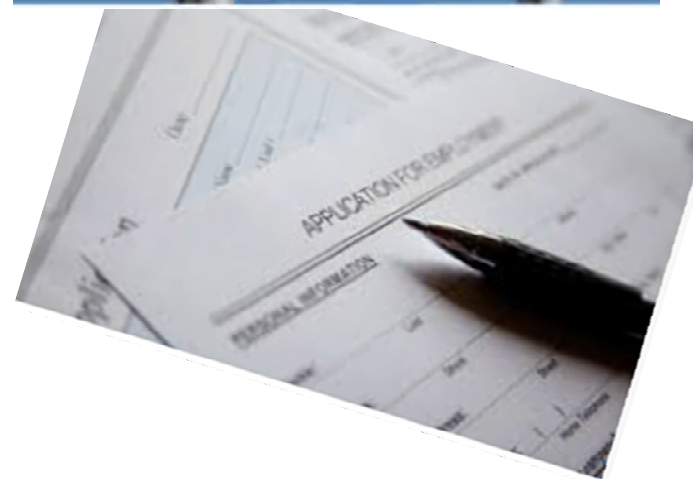
# VetCEE Evaluation Activities

- Ready to accept applications in
  - ✓ Companion Animal Medicine  
(Internal medicine and /or Surgery)
  - ✓ Porcine Health Management
  - ✓ Laboratory Animal Medicine
  - ✓ Bovine Health Management
  - ✓ Equine Practice
  - ✓ Management of Veterinary Practice

- **New** dossier under development
  - ✓ Veterinary public health

Joint Subcommittee:

**EASVO, ECVPH, FAO, EVERI, UEVH**



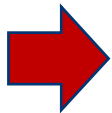
Veterinary Continuous Education in Europe

# Process of evaluation

**Application to VETCEE for evaluation of the programme**

**Evaluation** by independent evaluation panel

**Decision/ Approval** from VETCEE Board



**VETCEE approves the programme**

*Qualifications and titles awarded by national bodies*

# Evaluation Activities 2014 -2018

## 8 Approved programmes in 5 countries

**4** Approved programmes in Companion Animal Medicine (**Belgium, Denmark, Poland, UK**)

1 Approved programme in Porcine Health Management (Belgium)

1 Approved programme in Laboratory Animal Science and Medicine (Spain)

**1** Approved programme in Bovine Health Management (**Belgium**)

**1** Approved programme in Equine Veterinary Practice (**Spain**)



# Quality Assurance is important

- Ensures the **minimum acceptable level of training** by suggesting the learning outcomes and the way to be delivered
- Promotes **harmonisation** of veterinary training in the European Union
- Facilitates **recognition of professional competences** throughout the EU
- Brings **transparency** to the market (training)
- Provides **assurance to the public**





**Veterinary Continuous Education in Europe**

*Thank you for your attention*

[despoina@fve.org](mailto:despoina@fve.org)