Profound education – pre-condition for free movement of veterinarians within Europe

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(2004 – 2010)

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1967 – 1972  Study of veterinary medicine, University of Bern
1973 – 1974  Doctoral study
1975 – 1985  Veterinary scientist
             Swiss Research Station for Animal Production
Since 1985   Professor of Animal Nutrition
             Vetsuisse Faculty

1998 – 2003  Dean of the Faculty of Veterinary Medicine, Zurich
2001 – 2004  President of the European Society of Veterinary
             and Comparative Nutrition
2004 – 2010  President of the European Association of
             Establishments for Veterinary Education

1999         Honorary Member of the Swiss Veterinary Society
2008         Honorary Doctor of the Veterinary Faculty of the
             University of Agriculture Sciences and Veterinary Medicine,
             Cluj-Napoca (Rumania)
EAEVE
Veterinary Training in Europe
   - Directive 2005/36/EC
   - Study Programme
      (with personal remarks how it could be modernised)
Academic Teaching
Evaluation of Veterinary Training
Concluding Remarks
The objectives shall be to:
- promote and develop veterinary education
- reinforce co-operation between establishments for higher education in veterinary science
- act as a forum for discussion of veterinary educational matters in order to improve and harmonize education
- manage the European System of Evaluation of Veterinary Training, based on the mandate originally given by the Commission of the European Community
EAEVE Members

100 Member establishments in 34 countries (73 in EU)

Membership is voluntary

- UK 7, Ireland 1, The Nethelands 1
- Spain 11, Portugal 4
- Italy 13, Greece 2, Albania 1, Israel 1, Romania 5
- France 4, Belgium 2
- Germany 5, Austria 1, Switzerland 2
- Denmark 1, Norway 1, Sweden 1, Finland 1, Estonia 1, Latvia 1, Lithuania 1
- Slovak Republic 1, Czech Republic 2, Hungary 1, Slovenia 1, Poland 4, Croatia 1
- Bosnia-Herzegovina 1, Macedonia 1, Bulgaria 2, Ukraine 1, Turkey 15, Serbia 1, Ukraine 3 (?)

(italic: non EU-member states)

www.eaeeve.org
Responsibility

Veterinary Medicine

→ Animal Health
→ Human Health
→ Environment

- disease prevention
- treatment of sick animals
- monitoring the whole food chain
  “from feed to food”

local ↔ global
Local education for a global (European) market
→ the diploma should be accepted in other countries
  (the approval of a diploma depends on the national authorities)

→ training fulfilling the requirements of the host country
  (for Europe: Directive 2005/36/EC)

→ training adapted to scientific and technical progress
  (and not on the local circumstances)
→ language skills (English, and/or an other major language)
Directive 2005/36/EC
of the European Parliament and of the Council
of 7 September 2005
on the recognition of professional qualifications

The Directive defines the minimum training conditions
in order to promote the free movement of professionals
and to ensure an adequate level of qualification.

(vet medicine = 1 of 7 regulated professions)
- doctors of medicine
- nurses responsible for general care
- dental practitioners
- veterinary surgeons
- midwives
- pharmacists
- architects
Section 5 Veterinary Surgeons

Article 38 The training of veterinary surgeons

The training of vet surgeons shall comprise a total of at least 5 years of full-time theoretical and practical study at a university or at a higher institute providing training recognised as being of an equivalent level, or under the supervision of a university covering at least the study programme referred to in the Annex V, point 5.4.1.
Annex V, point 5.4.1.

The distribution of the theoretical and practical training among the various groups of subjects shall be balanced and coordinated in such a way that the knowledge and experience may be acquired in a manner which will enable veterinary surgeons to perform all their duties.

→ Omnicompetent graduates!

Omnipotential graduates

Directive 2005/36/EC
Study Programme – Basic Subjects

The programme shall include at least the following subjects:
- Physics
- Chemistry
- Animal biology
- Plant biology
- Biomathematics

These high-school subjects can (have to) be adapted to the needs of the veterinary curriculum:
- Physics → basic principles of radiology, of motor activity, ...
- Chemistry → part of biochemistry
- Plant biology → feed science
Study Programme – Basic Sciences

The programme shall include at least the following subjects:

- Anatomy (including histology and embryology)
- Physiology
- Biochemistry
- Genetics
- Pharmacology
- Pharmacy
- Toxicology
- Microbiology
- Immunology
- Epidemiology
- Professional ethics

Directive 2005/36/EC
Organ Centered Teaching

Anatomy
- skeleton
- skeletal muscles
- heart and cardiovascular system
- .....  
- .....  

Physiology

Heart

Anatomy
Histology

Physiology

Diagnostic Imaging

Pathology

Propaedeutics
Pharmacology
The programme shall include at least the following subjects:
- Obstetrics
- Pathology (including pathological anatomy)
- Parasitology
- Clinical medicine and surgery (including anaesthetics)
- Clinical lectures on the various domestic animals, poultry and other animal species
- Preventive medicine
- Radiology
- Reproduction and reproductive disorders
- Veterinary state medicine and public health
- Veterinary legislation and forensic medicine
- Therapeutics
- Propaedeutics

Directive 2005/36/EC
The programme shall include at least the following subjects:
- Animal production
- Animal nutrition
- Agronomy
- Rural economics
- Veterinary hygiene
- Animal ethology and protection
Study Programme – Food Hygiene

The programme shall include at least the following subjects:
- Inspection and control of animal foodstuffs or foodstuffs of animal origin
- Food hygiene and technology
- Practical work (including practical work in places where slaughtering and processing of foodstuffs takes place)

Theoretical training at the faculty + Practical exercise in a slaughterhouse

Directive 2005/36/EC
Veterinary medical education must prepare veterinarians for what might come in the future, not just for what can be seen now (Willis, 2007).

Veterinary medicine = Academic study ≠ Apprenticeship

Academic teaching = Research based transfer of knowledge and skills and of doubt

Academic vet medicine must anticipate the changing needs of the society and of the profession.
Theoretical Training

- Lectures
  - Reduction of the contact hours
  - Self directed learning
  - e-learning

- Tele-teaching
  - Collaboration
    - with other faculties
    - Common interests
    - Common language
Clinical Training

The students need contact with patients right from the start of the curriculum!

- Clinical demonstrations
- Supervised practical training
- Clinical work
  - Mobile clinic
  - Emergency service
  - Night shift

Collaboration with other faculties, with excellent private clinics and practitioners

Intra- and extramural clinical training

under (academic) expert supervision
Laboratory Work

Clinical diagnostic work

- Biochemistry
- Hematology
- Bacteriology
- Parasitology
- Diagnostic Imaging

Pathology

- Necropsies
- Tissue samples
- Slaughterhouse material
The ingredients for a modern curriculum development
- formulate, in conjunction with the profession, governmental bodies and industry, the day-1 skills of graduates
- develop a curriculum in which healthy and diseased animals make the central core up and integrate animal health and welfare and public health
- develop extramural clinical training under academic supervision
- strengthen evidenced based veterinary medicine by interconnecting research outcomes in the curriculum
- develop objective criteria to judge the performance and quality of teaching staff

(Cornelissen, 2009)
Faculty Network

Colleagues
Science Community
Human Medicine
Library
Laboratories
Agriculture
Faculties
State Vet Officer
Congress
EBVS
Industry
Vet Hospitals
Faculty
Teacher & Student Exchange
Vet Practitioners
..................
Evaluation of Veterinary Training

Directive 2005/36/EC defines the minimum requirements for veterinary training and is the basis of the European System of Evaluation of Veterinary Training managed by EAEVE together with FVE.


Approved in 2007 and 2008

www.eaeve.org

EAEVE = European Association of Establishments for Veterinary Education
FVE = Federation of Veterinarians of Europe
The evaluation controls if the faculty conforms with the Directive 2005/36/EEC.

The major objective of the evaluation is to help the establishments for veterinary education to improve the quality of their training!

EAEVE/FVE evaluation system is the warrantor for the quality of veterinary education in Europe!
The Evaluation System

The main steps are:

- Preparation of a **self-evaluation report** by the establishment
  
  2. Organisation
  4. Curriculum
  5. Teaching, quality and evaluation
  6. Facilities and equipment
  7. Animals and teaching materials of animal origin
  10. Academic and support staff

  ……

- **Visit** to the establishment by a group of 5 experts + 1 student
  
  - Basic Sciences
  - Clinical Sciences: Academic teacher
  - Clinical Sciences: Practitioner
  - Animal Production
  - Food Hygiene

- Preparation of a **report on the visit** by the group of experts
- Decision by the European Committee on Veterinary Education
Concluding Remarks

Academic teaching is a research based transfer of knowledge and skills and of doubt

Faculties need networks and collaboration (at least on national level)

Veterinary training has to be focused on animals and animal patients

Don’t forget: Our students are critical young adults whom we train for the future professional life as veterinary surgeons

By the way: it would be helpful for the Ukrainian faculties to be active members of the EAEVE and to accept an evaluation by EAEVE and FVE
More than one Way to Reach the Top

Eiger North Face