EnvA
École nationale vétérinaire d'Alfort

# Self-Evaluation Report

Quality Assurance Visit

## European Association of Establishments for Veterinary Education

(Based on the Uppsala SOP standards - May 2016)

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# Introduction

The Ecole nationale vétérinaire d'Alfort (EnvA) was created in 1766 in the former hamlet of Alfort, 8 km from the centre of Paris. Over the next two and a half centuries, the EnvA is still occupying its original site, now located in the town of Maisons-Alfort (Val-de-Marne). It is one of the twelve French higher education and research institutions supervised by the Ministry of Agriculture[1]. The EnvA was first evaluated by Advisory Board of Veterinary Specialization in 1988, then by the EAEVE in 2001, and 2015 (see appendix 1).

Although the EnvA has remained an independent institution by maintaining its status as a public administrative body, the school was an actor in the evolution of higher education and research in France and in the changes in veterinary sciences that have emerged in recent years:

- The EnvA participated in the restructuring of agriculture and veterinary higher education, forming a team with AgroParisTech Agronomy School in the research pole of Life and Environment Science and Technologies. Then, the Law of 9th of July, 2014 regarding the future of agriculture, food and forestry sciences, states that the EnvA becomes a part of the French Institute of Agronomy, Veterinary and Forestry Sciences (called "Agreenium-IAVFF"), that aims to strengthen the cooperation among the institutions supervised by the Ministry of Agriculture.
- In addition, the EnvA is a founding member of the local pool of research and higher education, called Community of Universities and Establishments (COMUE) Paris-Est, therefore creating a strong cooperation with local universities and other educational institutions, including the Faculty of Human Medicine of the Paris-Est Créteil University.

These previous elements are ones of the means by which the EnvA aims to develop the framework "*One world, one health*" advocated by the World Organisation for Animal Health (OIE).

The development of new teaching topics led to the creation of two sites located further in France (Burgundy and Normandy; thereafter called "the distant sites"). In 1975, the EnvA acquired the domain of Champignelles, in Burgundy, to create an application centre for farm animals. The Centre for Imaging and Research in Equine Locomotor Disorders (CIRALE) was built in 1999 at Goustranville in Normandy, one of the first racehorses breeding area in the world. This centre is a world-renowned reference centre for locomotor diseases and medical imaging in horses.

Some more characteristics of the School are listed below:

- Students (in 2016/2017): 683 undergraduate students, 17 foreign students, and 40 postgraduate students (interns, residents, and PhD students);
- Staff members: 346 full time employees (FTE), including 120 FTE academic staff (teachers, junior and senior clinicians);
- Operating budget: about 32.7 M€ (including 13.7 M€ and 5.2 M€ for paying ministry and non-ministry budgeted staff members, respectively).

To meet the challenges it faces, the EnvA has set up an organisation and a governing system that has evolved over time, and was recently been marked by the creation of a Teaching and Student Life office (2012), a Real Estate office (2013), and an Office for Research (2012), structuring research in two main strategic areas (2013).

More recently, since the last EAEVE visitation (March 2015), major developments include:

- A major teaching evolution initiated in 2013 and effective from 2014 for the 1st year students is now fully effective within the core curriculum, including a competence-based approach by using active methods and a deep revision of clinical rotations for the 4th and 5th year students;
- The opening of a new building devoted to necropsy (dissection & autopsy) and analytics
- Inauguration of the Vetsims clinical skills laboratory in 2016, which includes about 90 stations on inert models and mannequins, in self-service for students during specific working hours;
- Major re-organisation of the Finance Affairs and optimization of the incomes-expenditures management;
- Information Systems Project document written after a comprehensive internal audit;
- The architectural plans for the full renovation of the Edmond Nocard protected historic building (new Farm Animal Clinic, the currently stables being old) and for the construction of a new Research building are decided, and the buildings are on-going.

[1] With co-supervision of the Ministry in charge of Higher Education and Research

# 1 Outcome Assessment and Quality Assurance

## 1.1 Factual information

EnvA's ambition is to provide high-quality training to veterinary students as well as to veterinarians who are looking for continuing education. It involves providing a professional training able to deliver operational and adaptable veterinary professionals, in all the diversity of job opportunities they may encounter today and in the future. The EnvA also aims at preparing students to societal and economic changes as well as to evolution of the profession.

The main objectives of the EnvA quality approach, as appropriated by the community, are the continuous improvement of activities and beneficiaries' satisfaction (students, veterinarians, researchers, staff as well as the owners).

### 1.1.1 Description of the global strategy of the Establishment for outcome assessment and Quality Assurance (QA)

#### 1.1.1.1 A well-established quality culture

The EnvA quality approach has been implemented in teaching since the 1980's (educational programs and objectives gathered in dedicated sheets provided to students, teaching and teacher assessment), and in research and imaging service since the mid 2000's. In 2003, a School Project was implemented based on a SWOT analysis to make an assessment of the EnvA's situation before considering the future. This approach has been the same for the following School Projects (2009, 2014). In 2010, quality has been widely implemented following the strategic commitment of the Dean and one of the five objectives of the 2009 School Project was "A quality approach of administration and training processes".

Shared meetings with the Quality director of the National Veterinary School of Toulouse resulted in a visit at the Faculty of Veterinary Medicine of Helsinki, one of the few EAEVE QA-accredited establishments at that time. Since 2013, qualiticians and Deans of the 4 French veterinary schools have been collaborating on quality implementation and enhancement (8 joined meetings of the 4 qualiticians since 2013).

In March 2016, a quality policy statement was integrated in a Quality Manual. The quality approach is a priority in the current School Project, and also one of the structural axis in the Objectives and Performance Contract with the Ministry of Agriculture.

The main stages of quality implementation within the EnvA are summarized in appendix 1.

#### 1.1.1.2 The 2014-2017 EnvA's School Project: an outcome and a projection in the future

##### *1.1.1.2.1 Inclusion of both internal and external stakeholders*

In 2014, a participatory approach was used to generate the draft of the new School Project, involving staff, students and external stakeholders. This process acted as a diagnostic phase with the identification of areas for improvement, leading to 8 strategic priorities in the 2014-2017 School Project (see appendix 2). Specific attention was paid to quality assurance, as a means to improve the quality of services provided by the EnvA.

EnvA global quality approach was made explicit within each of the 8 priorities identified in the School Project. Some examples are listed below:

- "To modernize the initial training of veterinarians and to develop their training throughout life, within the context of "Vet for health, Vet for food, Vet for the planet," according to a quality approach and by using today's technologies and methods";
- "To optimize, for each competence unit and each clinical rotation, the system of teaching assessment and to use this system in a quality approach";
- "To define a quality approach adapted for each platform, as part of the overall policy of the institution";
- "To write harmonized and simple procedures and instructions, comprehensible to all users, based on a participatory approach. Support activities (budget preparation and implementation, human resources, *etc.*), training and biosecurity are the priorities of this action".

#### *1.1.1.2.2 Assuring quality on a cyclical basis (Plan-Do-Check-Act)*

The indicators which were included in the 2014-2017 School Project document will be used to check its implementation, in order to appropriately act when preparing the 2018-2021 School Project edition. In this regard, these indicators will be useful to make a SWOT analysis of the whole organisation of the EnvA, as a starting point of the new edition.

#### *1.1.1.2.3 A Process Cartography used as a basis of our generalized quality approach*

This generalized quality approach led to a Process Cartography (Figure 1), which highlights the relationship between the School Project and the organisation of the EnvA. Being a major tool for quality implementation, this Process Cartography is publicised on both EnvA's internal and external websites.

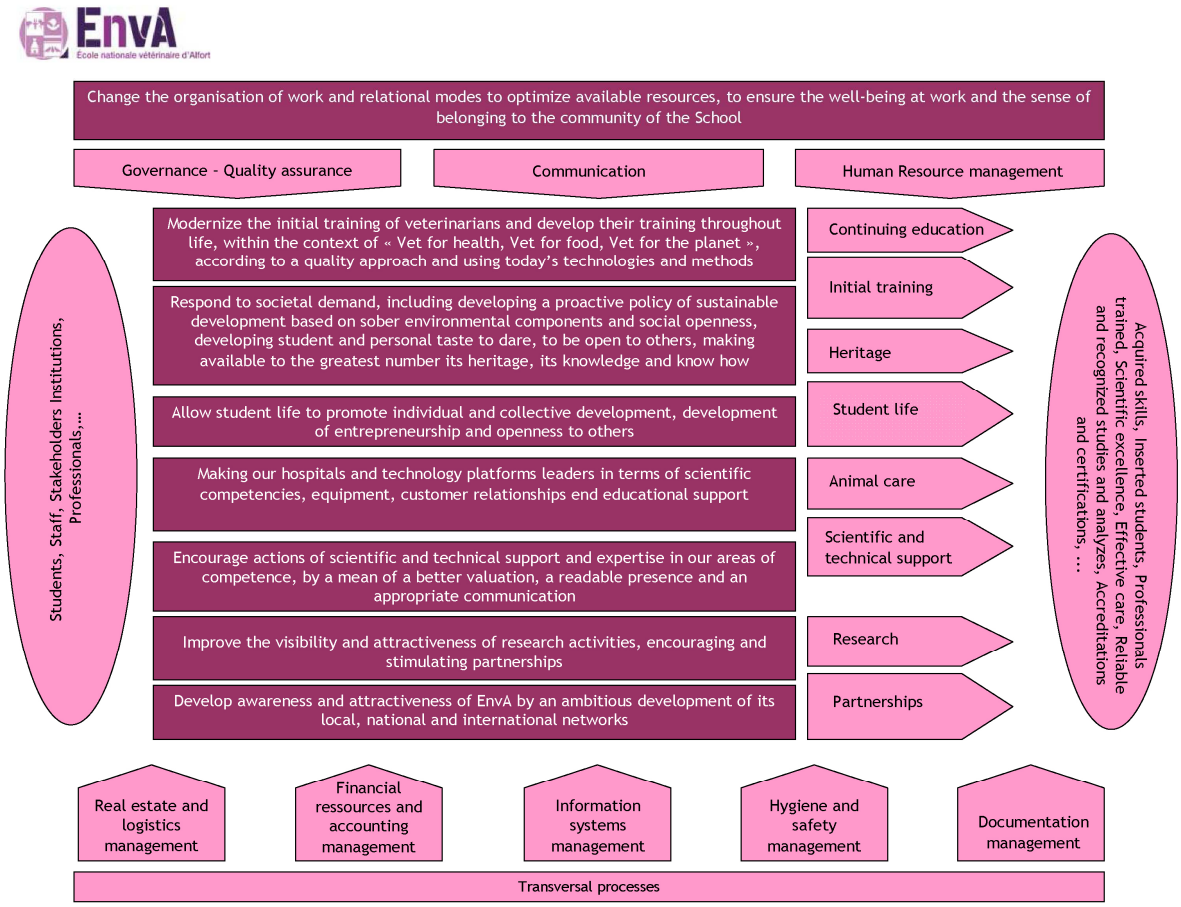



Figure 1: relationship between the School Project and the organisation of the EnvA

### 1.1.1.3 Quality implementation: to collect and analyse relevant information from both internal and external sources

The collection and analysis of relevant information coming from external and internal sources are the basis of EnvA's continuous improvement.

#### *1.1.1.3.1 Outcome assessment and involvement of external stakeholders*

Depending on the evaluating body, external evaluations of the EnvA were performed on educational, research and/or financial/managerial grounds (appendix 3).

At the European level, the EnvA is a member of the EAEVE, and was evaluated in 2002 and 2015.

At the national level, the EnvA was evaluated in 2009 and 2015 by the "High Council of Higher education and Research" (called "HCERES") on both education and research outcomes. HCERES evaluation is based on ESG standards and is affiliate to ENQA. Before the visit, a self-evaluation report (SER) was elaborated through a participatory approach involving stakeholders of the EnvA and its councils. Then, HCERES designated a group of independent experts to conduct the evaluation, based on the SER and a 3-day visit of the establishment.

The EnvA also undergoes more targeted assessments, such as:

- Financial audit by PricewaterhouseCoopers (PwC; 2013);
- Audits performed upon request of the Ministry of Agriculture, by the General Council of Food, Agriculture and Rural Areas (CGAAER). Such a general audit of the EnvA was conducted in 2013;
- External evaluation of the possibilities to enhance the EnvA's heritage (ongoing).

After each audit, improvement recommendations are presented to the Governing board and relevant school's councils. The relevant manager implements planned actions. When relevant, recommendations along with indicators, are integrated in the subsequent School Project and/or in the Objective and Performance Contract.

#### *1.1.1.3.2 Internal evaluations*

Following a request from the Dean or another stakeholder (internal or external), an internal audit can be launched to assess an activity. Through a mission letter, the Dean designates a person or a group of persons to perform this audit. This is a versatile organisation which allows to involve the most relevant persons for the given task and to resume the group once the task is achieved.

Latest internal evaluations carried out concern various sectors listed in appendix 3. Once audits are finished, results are presented to relevant councils and managers. These internal assessments are key elements to the strategic management of the School.

#### *1.1.1.3.3 Other type of information collected and analysed*

Each year, the Ministry of Agriculture sends a survey to former students to collect information about their professional situation. These data are useful for the EnvA to monitor the effectiveness of the education provided. They also allowed the National Council of Veterinary Surgeons to publish the first Demographic Atlas of the Veterinary Profession[1], which was widely publicised on the internet.

At the school level, the educational platform on Moodle (EVE) allows surveys to be carried out easily. For example, a survey was implemented in 2014 to investigate digital media owned by students (tablets, smartphones, *etc.*). The aim of this survey was to adjust teaching practices and the use of the EVE platform. Other surveys were made to measure owners' satisfaction at the Small Animal Clinic, and, each semester, teaching and assessment evaluations by students are performed by using this platform (see parts 2.3.1.2.2 and 2.8.1, respectively).

### 1.1.2 Description of the form by which the strategy, policy and procedures are made formal and are publicly available

#### 1.1.2.1 Organisation of documentation

The documentation associated with the quality system is organised in three levels:

- Strategic level:

The Quality Manual describes the general organisation of the EnvA quality system. It presents EnvA missions and organisation, Process Cartography in relation with the School Project and outlines both the strategic commitment of the Dean, and the continuous improvement process. Regulatory and Strategic Orientation documents (School Project & Objectives and Performance Contract) are also part of quality documentation.

- Planning level:

Procedures describe, in a flow chart, the sequence of actions implemented for a given activity (Who, What, When, How). Memos are Head's official acts which aim at informing staff members and students about a decision and the modalities of its implementation. Most internal reference documents are also at the planning level such as: organisational flow charts, internal and study regulation reference texts, *etc.*

- Operational level:

Instructions are a list of actions to follow step by step in order to implement a given action. Records are documents showing results providing evidence of activities performed (analysis results, survey data, minutes of meetings, *etc.*).

[1] https://www.veterinaire.fr/fileadmin/user_upload/documents/accueil/atlas-demographique.pdf

#### 1.1.2.2 Evaluation and validation of EnvA's quality documents

To support the continuous improvement of the quality process at the EnvA, the general guidance and framing documents (School Project, internal regulations, study regulations, Biosecurity Manual, *etc.*) are discussed in the relevant councils. Student representatives are members of the Governing board and EnvA councils (see part 2.1.1.2). The Governing board, the Teaching and Student Life and Research councils include external professionals whose activities are relevant to the diverse issues regarding EnvA. For instance, the current Chairperson of the Governing board is Hervé Gomichon, Carrefour SA's Head of quality. Therefore, the EnvA organisation allows students and staff to be fully involved in strategic decisions affecting the present as well as the future of the EnvA.

Quality procedures are reviewed and validated by a writer's supervisor, by the pilot of the mission and/or by any staff member of the Direction team considered relevant (Dean, Vice-Dean, General Secretary), as described in the standard operating procedure called "Elaboration and management of reference documents" (see appendix 4).

#### 1.1.2.3 Internal and public access to documentation

Minutes of the council and committee meetings are available on the intranet website. All three departments' council minutes are also available on the EVE platform. Quality documents of the strategic and planning levels are available on the EnvA's intranet website under the "Qualité" section ("Organisation de l'école" menu). All documents and procedures concerning Teaching and Student Life, as well as the Biosecurity Manual, are available for students on the EVE platform.

All exchanges between the Dean's office and staff members or students are performed by email, since each staff member and student is provided with an electronic address with the field "@vet-alfort.fr". These exchanges include Dean's memo, council agenda, *etc*.

### 1.1.3 Description of the regular publication of up to date, impartial and objective information, both quantitative and qualitative, about the educational programmes and awards the Establishment is offering

In France, the recruitment, curriculum framework, and programs are deeply regulated by the Ministry of Agriculture; they are published on the Ministry communication media[2]. All laws and regulations are publicly available on Legifrance website[3].

General and specific information about EnvA programs and awards are published on the school's external website. The EnvA is also present on "Facebook" where short news concerning EnvA's activities are broadcasted. The organisation and the updating of the communication media are under the Head of the Communication office's responsibility.

### 1.1.4 Description of the QA processes not yet described in the other 10 Standards

Some of the research laboratories, on the site of the EnvA and in which teachers of the EnvA are involved, are subjected to their own QA policies, according to the recommendations of the other managing bodies (ANSES[4], INRA[5], *etc.*). For instance, the ANSES laboratories are certified for the diagnosis of several infectious diseases (e.g., certification by the World Organisation for Animal Health for brucellosis and tuberculosis; certification by COFRAC[6] for foot and mouth diseases, West Nile disease, *etc.*).

### 1.1.5 Description of how and by who the QA strategy of the Establishment is decided, communicated to staff, students and stakeholders, implemented, assessed and revised

The last three EnvA's Deans wrote their strategic commitment in 2010, 2016 and 2017 in order to support quality assurance in the organisation of the EnvA (see appendix 5 for the 2017 strategic commitment). Quality assurance priorities are also defined in the School Project (the last ones were in 2003, 2009 and 2014) which covers a multi-year period and is validated by the Governing board. In the last School Project, an improvement has been made: for each action, indicators are defined

[2] http://agriculture.gouv.fr/sites/minagri/files/documents/depliantSup.pdf & https://www.concours-agro-veto.net/

[3] https://www.legifrance.gouv.fr/

[4] Agence nationale de sécurité sanitaire de l'alimentation, de l'environnement et du travail (French Agency for Food, Environmental and Occupational Health & Safety)

[5] INRA: National institute for agronomy research

[6] French Committee for Accreditation (https://www.cofrac.fr/en/home)

and a person in charge of both completion and reporting either volunteers or is designated by the School.

Until 2016, the implementation of quality assurance was one of the missions of the Vice-Dean. After the last Vice-Dean's departure in December 2016, a temporary mission about quality management was established. In March 2017, a Quality Assurance Committee was created in order to involve a team with more collegial management. According to an internal regulation document, the objective of the Quality Assurance Committee is to support the quality approach and continuous improvement within the EnvA. Its mission is to promote a quality management system based on the "Plan-Do-Check-Act" principle and to propose a strategy for deploying this approach to the various councils and advisory bodies. The Quality Assurance Committee is coordinated by a member of the Executive committee, while another person is in charge of document management. Other members of the Quality Assurance Committee include relevant top managers of the establishment and representatives of staff and students. While the Quality Assurance Committee coordinates the creation of the different documents, the writing process is still performed through participatory approaches by beneficiaries and their manager. Once validated, quality documents are communicated to relevant stakeholders through communication media (e-mail, intranet, EVE, *etc*.) under the responsibility of the manager.

As mentioned before, another more flexible approach is still in use: if a problem is raised by an internal or external stakeholder, the Dean can task a person or a group of persons with managing the topic. Their conclusions are based on a report with proposals. For instance, a recent problem was identified by teachers: the 2013 teaching evolution (see part 2.3.1.2) led to a calculation of the number of teaching hours (which must be annually reported by faculty members in a dedicated spreadsheet; see part 2.9.1.3) that was no relevant anymore. A work group was created and strove during one year, and improved the method of calculation. It was then submitted and validated by the Academic council.

## 1.2 Comments

As it has been a major concern for decades, the quality assurance at the EnvA has been developing for years, and is being extended. The creation of the Quality Assurance Committee allows long term development, more direct involvement of the EnvA community and a better structuration. This development is based on different tools, such as standardized documents and communication tools, which have been improved for the last years; it is also based on an organisation of the functioning of the EnvA thanks to a Functional Flow Chart and relies on relevant councils and committees, each of them having a well-defined role. The Quality Assurance Committee will also be requested to present an annual report of its activities for a better follow-up of the quality approach.

The quality assurance described in this SER has been elaborated years after years. Education and research were the first fields to be tackled and are still the centres of the community attention. However, quality has expanded to teaching Departments, support services, clinic management, platforms, *etc*. It now infuses each activity leading to positive effects on the improvement of various missions of the EnvA.

Several staff members have spontaneously chosen to follow a quality approach when facing complex decisions or actions, such as the Equine team regarding the decision to move or not Equine Clinic to Normandy or how to tackle the updating of computing hardware services.

Before the end of 2017, the current School Project will be assessed and the 2018-2021 School Project will be written by teams including students, staff members and external stakeholders.

## 1.3 Suggestions for improvement

In the process of improving the quality assurance of the EnvA, several procedures remain to be written, especially for support services. While much effort has been made by students and staff to assimilate quality, especially biosecurity and security procedures, it is an ongoing task to maintain this involvement.

The main task for the next years is to develop document management using EDM (electronic document management). Document management supervisor is currently assessing solutions implemented in other Veterinary Schools as well as the ANSES Agency that shares the Alfort site with the EnvA.

# 2 Description of the specific QA processes for each ESEVT Standard

## 2.1 Objectives and organisation

### 2.1.1 Factual information

(Description of how and by who the strategic plan and the organisation of the Establishment are decided, communicated to staff, students and stakeholders, implemented, assessed and revised.)

#### 2.1.1.1 National level

In France, the veterinary profession is deeply regulated. On this basis, veterinary studies are also the subject of regulations permitting, among other things, the transcription of European directives (especially the EU Directive 2005/36/EC as amended by directive 2013/55/EU) on this matter.

Since the EnvA is supervised by the Ministry of Agriculture, the "Code Rural et de la Pêche Maritime" merges all the laws and regulations regarding missions, studies, and main directions for organisation, regulatory councils and students' selection. The Dean of the EnvA is accordingly appointed by this Ministry.

Regulation projects are discussed within a specific national council (the National Council of Higher Education and Agricultural, Agrifood and Veterinary Research), including representatives of Deans, teachers, non-teaching staff members, students and professionals. The laws then follow the regular procedure to be published in the French Official Journal.

In this context, guidelines and means that are necessary for the operational functioning of the EnvA are discussed by the Dean and the General Secretary during an annual strategic interview with the Directorate of Education and Research of the Ministry of Agriculture. During this strategic meeting, based on an inventory of actions taken (assessment of the Dean's mission letter, progress of the Objectives and Performance Contract, *etc.*), the requests for budgeted posts and investments (incomes/expenditures) for the next year are discussed.

#### 2.1.1.2 School level

The EnvA is part of the COMUE Paris-Est, which is a cluster of local institutions of higher education. The EnvA is administered by a Governing Board which defines the establishment's strategic orientations. The role of the Dean, along with the Executive committee, is to implement the strategic decisions taken by the Governing board.

The role and members of the committees, offices, and councils of the EnvA are defined on the one hand by a regulatory framework (from the "Code Rural et de la Pêche Maritime") and on the other hand by the internal Rules of Procedures document.

##### *2.1.1.2.1 Board and committees*

The **Governing board** is made up of 36 members, representatives from the academic staff (elected), support staff (elected), students (elected), and external stakeholders from public and private external institutions (qualified people appointed by the Ministry of Agriculture), including representatives of the veterinary professionals. The President and Vice president of the Governing board are elected for 3 years from the external stakeholders.

The **Executive committee** is made up of the 7 top managers appointed or chosen by the Dean, besides the Dean. Its role is to assist the Dean in taking strategic decisions. This committee meets every week.

The **Steering committee** is made up of 20 members appointed by the Dean, from: the Executive committee, the Heads of (teaching) Departments, the managers of the two distant sites (Champignelles and CIRALE), the managers of the main Units of the EnvA, and of the research poles. Its role is to assist the Executive committee in the elaboration of projects, preparation of councils, and the execution of actions decided by the Governing board. This committee meets once a month.

The **Technical committee** is made up of 8 members, elected representatives from staff members. Its role is to discuss the working organisation of the staff members.

**The Hygiene, Safety and Working Conditions committee** is made up of 9 members, elected representatives from the staff members. Its role is to guarantee working conditions and welfare. This committee meets at least three times a year.

The **Ethics committee for animal experimentation** is a shared structure with our partners (ANSES and Paris-Est Créteil University). It is made up of professionals from research, veterinary professionals and technical people involved in animal accommodation and care. It meets once a month. A President who is external from the three institutions, and two Vice Presidents head it. Its role is to evaluate research and teaching programs based on animal use.

**The Ethics committee for clinical research** is made up of academic staff (veterinarians or non-veterinarians, clinicians or non-clinicians), specialists and representatives from external animal protection organisations. Its role is to validate protocols for clinical research performed on animals presenting spontaneous diseases in the Veterinary Teaching Hospital of the EnvA.

*2.1.1.2.2 General Secretary office (support services)*

The EnvA has a General Secretary office which coordinates all the support services (Human Resources office, Legal office, Financial Affairs office, Information Systems office and Hygiene and Safety office) and provides an interface between operational (especially proximity managers) and administrative services. Each 15 days, the General Secretary organises a management meeting in order to allow an effective communication.

*2.1.1.2.3 Councils*

The **Teaching and Student Life council** is made up of 20 elected members from academic and support staff members as well as student representatives (elected) from the 1st to the 5th year. The Governing board nominates two external individuals (representatives of the veterinary profession) who therefore belong to this council. Its role is to make any proposition regarding the student life, teaching programs and student assessments. This council meets at least three times a year. The Dean of the EnvA chairs this council.

The **Academic council** is made up of 40 members, who are elected representatives from the teachers. Its role is to monitor the curriculum and the results of the end-of-semester assessments. This council meets once a month. The Dean of the EnvA chairs this council.

The three (teaching) **Department councils** (one per Department) are made up of elected representatives from the Department's staff members and from students (elected). Their role is to assist the Head of the Department in choosing the actions and projects regarding the conception, organisation and coordination of the teachings performed by the academic and support staff members of the Department. These councils meet once a month. The Head of Department chairs this council.

The **Scientific council** is made up of at least 24 members, elected representatives from staff members, from students involved in research training, and from external experts designated by the Ministry of Agriculture. Its role is to make propositions about strategic initiatives in research carried out by the staff members of the EnvA. The Dean and Vice-Dean of the EnvA are automatically members of this council. This council meets three times a year; the chairperson is elected among designated members of this council.

The term of all these councils is three years.

*2.1.1.2.4 Guidelines documents for the strategic plan and organisation of the Establishment*

Four main documents set the objectives and organisation of the EnvA.

First of all, a Functional Flow Chart (see appendix 6) determines the organisation of the EnvA. This Flow Chart, proposed by the Dean, is presented and discussed by the Technical committee and approved by the Governing board. It identifies the composition of the Executive and Steering committees. Both the Executive and the Steering committees discuss each change in the Functional Flow Chart, before being proposed to the Technical committee. Functions and priorities of each manager implicated in the organisation of the EnvA are defined in a job description and/or in a mission letter. Mission letters are accessible through the intranet website.

The second document is the School Project. The School Project sets the strategic priorities over a 4- or 5-year period. The current School Project covers the 2014-2017 period, includes 8 strategic priorities (see appendix 2), and comprises 114 actions. It was formulated by the whole community of the EnvA (staff members and students) according to the following steps. First, the community expressed itself via the intranet website by submitting keywords for several axes. On this basis, working groups of voluntaries made suggestions regarding objectives and actions. These suggestions

were finalized by the Executive committee, and then presented and widely discussed within councils and committees of the EnvA (Steering committee, Technical committee, Academic council, Scientific council, Teaching and Student Life council). Finally, the Governing board must approve the School Project. The School Project includes specific tools that are appropriate to follow its implementation; in order to monitor the objectives, a series of timelines and indicators are defined for each action.

Third, the general political guidelines and the School Project form the basis of negotiations with the Ministry of Agriculture for the elaboration of an Objectives and Performance Contract. This Contract is currently signed for the 2015-2019 period. Indicators of this Contract are updated every year and its realization progress is discussed during the annual strategic interview between the EnvA and the Directorate of Education and Research of the Ministry of Agriculture.

Finally, the document defining the organisation and operation of the School is the Rules of Procedures document. This document, based on legislation and regulations in force, contains general rules that must be applied at the whole level of the EnvA and specific chapters for the Veterinary Teaching Hospital, the Technological Platforms and the two distant sites. This document defines the role of the councils and committees, the organisation of the Departments and the Teaching Units, the organisation of research, the rules of life, hygiene and safety, the heritage protection rules, and the ethical rules applicable to veterinarians and students. The rules of procedures and their amendments are subject to intensive consultations within all councils and committees (the Steering committee, the Technical committee, the Teaching and Student Life council, and the Academic council), before being discussed then approved by the Governing board.

All reference documents are brought to the attention of staff members and students through the intranet website and the educational platform (EVE), respectively. The revision process of any reference document must follow a procedure that was recently revised.

The minutes of councils are available on the intranet website. The minutes of the Teaching and Student Life council are available through the EVE platform for all students; the minutes of the Governing board and the Department councils are available through the EVE platform for the representative students.

### 2.1.2 Comments

The challenges that the EnvA faces require an optimization of resources, a coherent mobilization of all its stakeholders, and an appropriate organisation for sustainable collective dynamics, respecting well being at work.

By continuing the actions of the School Project, the EnvA has now a well-established Functional Flow Chart. It has also consolidated its human resources and financial policies.

As mentioned in part 1.1.1.2.2, the indicators included in current School Project document will be used for checking (its implementation) and acting in consequence (when preparing the next School Project document).

Quality assurance has been developed since 1986 at the EnvA (first evaluation of teachings by the students). Since then, different tools for quality assurance have been established that have been gradually extended to support the implementation of each EnvA's missions. Quality assurance tools are increasingly used to assess and ensure internal/external stakeholders' satisfaction.

### 2.1.3 Suggestions for improvement

It is necessary to continue to strengthen the organisation of the EnvA, by improving the management of jobs and skills, and creating new procedures (or improving existing ones). Furthermore, a periodic (i.e., scheduled) revision of the reference documents (as opposed to the revision on demand, as it is currently done) would improve the quality assurance policy. Finally, in the context of revising and updating the School Project for the 2018-2021 period, a SWOT analysis of the EnvA organisation will be performed within the six following months.

## 2.2 Finances

### 2.2.1 Factual information

(Description of how and by who expenditures, investments and revenues are decided, communicated to staff, students and stakeholders, implemented, assessed and revised.)

The EnvA budget is part of a regulatory framework defined at national level by the Finance Ministry. This regulatory framework, now called "Gestion Budgétaire et Comptable Publique (GBCP)" has recently evolved, imposing major adaptations of procedures since 2015.

At the Establishment level, the preparation and budget execution is controlled by the Financial Affairs office (FAo), under the supervision of the General Secretary, in relation to the Human Resources office when concerning staff remuneration.

The budget is divided into 15 "Centres of Responsibility" (CR) that correspond to the main entities identified in the Functional Flow Chart of the EnvA. The budget preparation includes steps identified in a dedicated procedure. The main steps are:

- The Dean provides the guidelines, terms and schedule for the budget preparation to managers of each CR;
- Elaboration of a draft budget (incomes and expenditures) by each manager of CR, depending on the budget execution of the previous years, on new needs (including learning and teaching activities), and on incomes available (of note, for teaching expenditures, budget proposals are discussed within the concerned Department);
- First consolidation by the FAo, budget dialogue between the FAo, each manager of CR and the Dean, subsequently followed by Dean's adjustments;
- Regarding pluri-annual and significant investments, requests are sent to the Ministry of Agriculture and discussed during the annual strategic interview between the EnvA and the Ministry of Agriculture;
- Presentation and discussion of the draft budget among the Executive committee;
- Approval by the Dean and adjustments (if necessary);
- Sending the draft budget to the Ministry of Agriculture, exchanges and validation by the Regional Directorate of Public Finances (under the supervision of the Finance Ministry) and the Ministry of Agriculture;
- Discussion and budget vote by the Governing board (including representative of students and external stakeholders) during its last meeting of the year N-1;
- Managers of CR are informed by the FAo of the voted budget.

During the year, one or two amended budgets can be proposed to adjust incomes and expenditures, based on the anticipated changes in incomes and expenditures. The Governing board must approve these adjustments.

### 2.2.2 Comments

First, the Direction of the EnvA has no freedom in the total amount of the operating allocations provided by the Ministry of Agriculture, which makes difficult the negotiations with the Ministry. However, in case of urgent and justified financial needs, the Ministry will support these needs.

Second, in the process of stabilizing then strengthening the working financial capital that has been initiated since 2012, four main measures have been implemented in order to enable the appropriate allocation of the incomes and expenditures that are adapted to the missions of the EnvA:

- A revision of the budget model,
- A revision of procedures for commitment of expenditures, and the accountability chain,
- The rationalization of budget monitoring tools,
- The rationalization of the functioning of the income-generating CR.

These measures have been reinforced since 2015 in the context of the obligation to apply the new "GBCP" regulatory framework.

Third, the finances of the EnvA during the 2006-2014 have recently been audited by the national Court of Auditors ("Cour des Comptes"[7]). This audit led to major changes in the organisation of the EnvA such (a) as a close collaborative work between the Financial Affairs office and the Accounting Manager, and (b) a comprehensive internal audit of the Information Systems of the EnvA (hardware, software, processes, *etc.*), leading to the writing of an Information Systems Project document including indicators for actions implemented over a five-year period.

Fourth, the EnvA has recently been engaged in a budgetary internal control policy, that insures:

- The quality of budgetary accounting,
- The budgetary sustainability and compliance with the management of budgetary authorizations.

The Ministry of Agriculture nationally encourages this budgetary internal control policy, which aims at preventing the risks for not achieving previously defined objectives, in each of its establishments.

### 2.2.3 Suggestions for improvement

The EnvA must continue actions to maintain financial stability, particularly within the framework set by the Ministry of Agriculture about budgetary internal control policy. We also do believe that the upgrading of the software dedicated to finances will improve the performance in managing the financial affairs of the EnvA.

## 2.3 Curriculum

### 2.3.1 Factual information

(Description of how and by who the core curriculum is decided, communicated to staff, students and stakeholders, implemented, assessed and revised.)

#### 2.3.1.1 National level

A statutory text published by the Ministry of Agriculture defines the veterinary training curriculum. During the past 25 years, several teaching reforms have been conducted. Since 2007, veterinary studies in France have been organised in three curriculum sequences (see the self-evaluation report of January 2015 for further details).

The current national veterinary curriculum was defined in the decree of the Ministry of Agriculture published on April 20th, 2007. The content of this curriculum is based on the European Requirements for Veterinary Education program. It was established by using the conventional ways of official publications, after the consultation of the National Council of Higher Education and Agricultural, Agrifood and Veterinary Research.

The French veterinary training curriculum programme is currently being deeply and nationally revised. This revision is being conducted in order (1) to adapt the curriculum to the evolution of the veterinary profession and (2) to take into account the "competence-based" approach as a new pedagogical approach that has already been used by other veterinary schools in Europe. This revision is conducted in collaboration between the four FVS, coordinated by the IAVFF. The revision began with the development of a professional repository, widely associating external professional organisations. This professional repository defines the characteristics and activities of a veterinary practitioner. The development of a training manual is provided under the control of a strategic committee including the four Deans of the FVS. A specific IAVFF steering committee, comprising two representatives per school, was also created. This committee defined eight macro-competences encompassing the 36 day-one competences defined by the EAEVE, that each newly graduated veterinary doctor needs to have acquired. Finally, 8 inter-school working groups, one per macro-competence, were created, involving about 10 teachers and professionals (i.e., external stakeholders) per group. The first meeting involving the four FVS took place at the EnvA in October 2016, and was organised both by the IAVFF and the EnvA. The project was submitted to professional organisations in February 2017. The deadline for the completion of this curriculum programme revision is June 2017.

[7] A French national agency which insures the proper use of the public financial allocations (https://www.ccomptes.fr/Nos-activites/Cour-des-comptes).

#### 2.3.1.2 Establishment level

##### *2.3.1.2.1 Elaboration and implementation of the core curriculum*

Each FVS is free to determine the organisation and the teaching methods that it considers as optimal, providing that the contents of the teaching are in accordance to the French veterinary training curriculum programme. At the same time, the EnvA had to adapt its curriculum to the evolution of the general context of higher education in Europe (semesters, ECTS, *etc.*), and particularly veterinary education, defined by the current EU regulations and adapted in France by national regulations described above.

In order to increase the involvement of students in the curriculum, and to reach more efficiently European standards, a new major (internal) teaching evolution was initiated in 2013 (called thereafter "the 2013 teaching evolution") and was effective from September 2014. This evolution includes new teaching practices such as increasing the competence-based approach and promoting active methods.

This teaching evolution was implemented according to the following steps. First, the Dean (who was an expert in pedagogy) proposed a general framework regarding the overall modification of the core curriculum, which was also included in the School Project. These proposals were then discussed and voted within the Academic council. They were also presented and discussed within the Teaching and Student Life council, which includes representatives of students and professionals. The Governing board finally approved the guidelines that emerged from the discussions.

The rules of teaching organisation and student assessment are summarized in the Regulations of Studies document. This document defines the modalities of training and student assessment. It is discussed within the Academic council, and within the Teaching and Student Life council. The Governing board finally approves it. It is available to students on the educational platform (EVE), and is presented at the beginning of each academic year by the Dean, to the 1$^{st}$ year students.

The elaboration of the teaching competence units (CUs) is first discussed within the pedagogic team of each CU. Informal intra- and inter-Departments meetings are then carried out to validate the scope, the workload, the distribution of teaching methods, and the teachers involved in each CU. The Teaching and Student Life office then centralizes the set of the CUs proposed for each semester. It is finally presented and discussed within the Academic council and within the Teaching and Student Life council.

The teacher in charge of one CU must write a CU sheet. It describes the objectives and expected skills, the disciplines that contribute to it, the teaching and the assessments methods. Once the Department council validates it, the sheet is made accessible to all students through the EVE platform. Each CU therefore forms a cohesive framework centred on one competence, assessed through learning objectives presented on the CU webpage of the EVE platform. The learning objectives are regularly reviewed and updated thanks to the analyses of the comments of the students in their teaching evaluations (see below).

The implementation of the teachings and the academic calendar is proposed by the Deputy Dean for Teaching and Student Life, and presented and discussed within the Teaching and Student Life council and within the Academic council. The Teaching and Student Life office organises the schedule of students according to the teaching sequences of each CU, proposed by the teacher in charge of the CU. The Deputy Dean for Teaching and Student Life also directly refers to students who belong to the Teaching and Student Life council for specific questions regarding teachings and student life.

Each teacher has access to the EVE platform to upload all information and educational tools for the teaching exercises in which they are involved.

The same decision making process applies to the 4$^{th}$ year, which is fully clinical (one semester devoted to small animal and equine clinics, and the other to farm animals, food hygiene and veterinary public health).

Mandatory extra-mural studies (EMS) have been evaluated for years at the EnvA. For 4th and 5th-year EMS in rural practices, every student must fill a precise and complete case load file (including cases seen in an emergency situation). The filling of an evaluation sheet by the supervisor is mandatory. Once this evaluation sheet is sent to the teacher in charge, the EMS is validated based

on a report written by the student, including a clinical case report built to fulfil the planned objectives of EMS.

#### *2.3.1.2.2 Evaluation of teachings by the students*

The evaluation of all the teachings by students was introduced at the EnvA in 1986 (the evaluation of some teachings were however implemented before this date).

This evaluation was first performed on paper sheet. It is now performed by using the EVE platform: students fill in an online questionnaire for each CU. According to the Regulations of Studies document, each student must fill in these questionnaires; otherwise, the student's academic semester cannot be validated. The procedure of the teaching evaluation by the students has recently been updated and was approved by both the Academic council and the Teaching and Student Life council. The teachers involved in each CU have access to the student answers and comments. The teacher in charge of the CU coordinates the response to the comments made by students. The students choose two of them as representatives of one CU. Then the teacher in charge of the CU meets these two representative students and they validate together the response to the students' comments. The response of the teachers (including their commitments for the next academic year) is proposed and validated by the Department council. The response is finally made accessible to all students on the EVE platform. If necessary, the proposals for improvement are discussed during an Academic council and/or during a Teaching and Student Life council. This whole evaluation process is coordinated by the Teaching and Student Life office, along with a close and constant collaboration with the Heads of the Departments. The same process applies to the evaluation of the clinical rotations.

### 2.3.2 Comments

For the past 25 years, the EnvA has adapted its own veterinary core curriculum several times in order to better integrate the modifications of the European diploma system, as well as in a process of a continuous will of self-improvement.

The last major teaching evolution that was initiated in September 2013 is now fully implemented, with the following indicators:

- Between 5 to 8 interdisciplinary CU per semester (instead of about 15 mono-disciplinary teachings units before the teaching evolution);
- > 60% of active teaching exercises,
- Harmonization of the clinical rotation, in order to balance working hours.

The evaluation of the teachings by the students is a great tool for continuous self-improvement. It has been implemented for more than 30 years at the EnvA, has been made accessible online since 2008, and is now compulsory for students, as indicated in the current Regulations of Studies document.

Two more tools have recently been implemented in order to review and update (if necessary) the learning outcomes (see part. 2.8.1): (1) the students now evaluate the end-of-semester assessments and (2) a spreadsheet provides failure rates among the whole promotion of student for each item of the end-of-semester assessments.

### 2.3.3 Suggestions for improvement

The objectives and actions defined in the School Project are being developed, based on a systematic approach involving the strengthening of the "competence-based" approach and the implementation of active teaching methods.

The 2013 teaching evolution will be able to be fully evaluated once the students who entered the EnvA in September 2014 are graduated (i.e., at the end of the year of 2019). Before that time, a review of this teaching evolution is being carried out in order to make the necessary adjustments and improvements.

## 2.4 Facilities and equipment

### 2.4.1 Factual information

(Description of how and by who changes in facilities, equipment and biosecurity procedures are decided, communicated to staff, students and stakeholders, implemented, assessed and revised.)

#### 2.4.1.1 Real Estate master plan

The evolution of the EnvA buildings is a part of a Real Estate master plan. This master plan aims to modernize the site in order to rationalize how it functions, to enforce a sustainable development approach, and to improve biosecurity and biosafety conditions.

This master plan resulted in the building of a 3-storey veterinary clinic for small animals, which opened in 2009. This plan also resulted in the building of the Camille Guérin building (opened in 2015), that encompasses the activities of the Biological and Pharmaceutical Sciences Department, including 6 teaching rooms (2nd floor) as well as an autopsy room, a dissection room, and a room dedicated to training in surgery on cadavers (1st floor). The Real Estate master plan will result in new and renovated other buildings, thanks to a State-Region Project Contract during the period 2016-2020:

- A new Research building,
- The renovation of an old building (the Edmond Nocard building) for the Farm Animal and Public Health Department, including a new Farm Animal Clinic,
- A new "Agora" building, including administrative offices, teaching rooms and a new clinical skills laboratory,
- Three new buildings will be added to the Equine Clinic site in Normandy, and the Equine Clinic of the Alfort site will be closed.

At the same time, existing buildings that are difficult to heat and maintain, will be knocked down, and other ones will be renewed.

The Real Estate master plan is conducted at the EnvA under the supervision of the Real Estate office, in connection with the services of the Ministry of Agriculture. It has been presented and discussed within the councils of the EnvA. The Governing Board then approved it.

The choice of the design of each new building is deeply discussed among the future users within working groups organised by the Real Estate office, with the support of specialized consulting firms which take into account the regulations and the rules of good practices. As a result of these discussions, a detailed specification for each building is proposed then validated by the Dean. The construction is undertaken once the necessary official authorizations are obtained. When the building is completed, its commissioning is subject to the formal approval of the Security committee of the Maisons-Alfort municipality.

Working conditions and safety in the buildings of the EnvA are discussed within the Hygiene, Safety and Working Conditions committee (CHSCT). In particular, a hygiene and safety register is set up, allowing each person to record her/his comments or malfunction she/he wants to let to know. These comments are systematically presented at the CHSCT and remedial efforts are proposed, with the objective to continuously improve quality. A prevention assistant has been appointed by the Dean, who works under the supervision of the General Secretary, and is responsible for monitoring the implementation of the solutions concerning the comments.

#### 2.4.1.2 Biosecurity procedures

The overall rules of biosecurity are grouped in a Biosecurity Manual (V1 March 2015; permanent ongoing revision), available on the intranet website for staff members and on the EVE platform for students. In order to facilitate the appropriation of the rules from the Biosecurity Manual by the students, some of them conceived a summarized version of the Biosecurity Manual in 15 1-page cards with drawings and easy understanding take-home messages.

The Biosecurity Manual was written by representatives of the staff members involved (about 40 contributors), coordinated by the Vice-Dean, and assisted by a working group. Specific working sub-groups were then created according to the working areas. Final approval by the Dean was made after discussion within the Hygiene, Safety and Working Conditions committee and within the Teaching and Student Life council.

To facilitate the respect of the rules established in the Biosecurity Manual, an informational signs policy has been set up in order to prevent biosecurity risks and other safety risks within the EnvA.

Relevant staff members are made aware by their managers about the biosecurity rules. In addition, a doctor follows the staff members from occupational medicine, taking into account the prevention of risks associated with their working conditions. Occupational medicine also performs audits to improve the risk prevention.

For students, special training sessions are also organised at appropriate times of their training curriculum (practical session regarding hand washing for 3rd year students with implementation of a self-device in a clinical skills laboratory and livestock biosecurity training in Champignelles). For staff members, internal training is organised by the Veterinary Teaching Hospital office; a training session with the procedures that must be applied in case of bite or scratch and in all situations in relation to a rabies risk (illegal entry into France of a pet dog or cat, rabies suspicion, *etc.*) is also scheduled at the beginning of the academic year for new recruited junior clinicians (interns and clinical assistants) and is provided by members of the Teaching Unit of Regulated Animal Diseases, Zoonoses, and Epidemiology. The list of the clinicians who are authorized to manage these situations is updated every year.

#### 2.4.1.3 Other safety procedures

Safety on the site and inside the buildings is also the subject of a special attention to ensure the protection of staff members, students and customers of the clinics. To ensure this safety, a specific Safety Plan was developed in order to define what must be done in case of the occurrence of a major risk (attack intrusion, storm, flood, toxic cloud, biohazard, *etc.*). This Safety Plan was approved by the Governing board, after being discussed within the Hygiene, Safety and Working Conditions committee. Training sessions have been implemented since 2015.

More generally, the security-related issues are managed by the prevention assistant, under the supervision of the General Secretary. All these issues are also discussed within the Hygiene, Safety and Working Conditions committee.

### 2.4.2 Comments

A particular attention has been paid these recent years to rationalize the heritage of the campus (for instance, old buildings classified as historical monuments), and to enhance the appropriation as well as the application of the biosecurity rules. This rationalization and awareness of biosecurity resulted in the building of three new strategic buildings, the revision of a Biosecurity Manual, and the conception of biosecurity cards by and for the students.

The implementation of the Real Estate master plan has guaranteed that lecture theatres, teaching laboratories, tutorial rooms, clinical facilities are adequate in number and size, and are all equipped with WIFI access.

### 2.4.3 Suggestions for improvement

It is necessary for the EnvA to follow the Real Estate master plan, in order to upgrade all the activity sectors, as it was done with the new building for small animals and the new one for basic sciences (Camille Guérin building for the Biological and Pharmaceutical Sciences Department).

It is as well essential to continue to develop the appropriation of hygiene and security measures by staff members and students.

## 2.5 Animal resources and teaching material of animal origin

### 2.5.1 Factual information

(Description of how and by who the number and variety of animals and material of animal origin for pre-clinical and clinical training, and the clinical services provided by the Establishment are decided, communicated to staff, students and stakeholders, implemented, assessed and revised.)

The organisation of the practical and clinical training, incorporating students' exposure to animals and animal origin materials, falls within the general framework of the development and implementation of the curriculum (see part 2.3.1). Practical and clinical trainings were decided after discussions within the three Department councils, the Teaching and Student Life council, and the Academic council. Furthermore, the teaching evolution initiated in 2013 (see part 2.3.1.2.1) included brainstorming sessions about clinical competences, as well as the choice of inert models (at the VetSims clinical skills laboratory, see part 2.6.1.1.3).

#### 2.5.1.1 Pre-clinical teaching

From a general perspective, the pre-clinical teachings using animal origin materials respects the ratio practical/theoretical teaching exercises that is recommended in the Regulations of Studies document of the EnvA (at least 60% of practical work).

The number of cadavers that contribute to anatomy teaching is determined based on the fact that a group of students dissecting the same specimen / side of specimen should not be larger than 4. The number and variety of animals are proposed by the Head of the Teaching Unit, discussed and validated by the staff of the Teaching Unit. Special attention is paid to find the appropriate balance between ethical and economic considerations (number of killed animals), and pedagogical needs. The number of used animals is discussed with the involved teachers at the end of each academic year and, if necessary, is subsequently modified the next year.

#### 2.5.1.2 Clinical teaching

The educational program of clinical teaching is determined by the regular veterinary curriculum, applied by the four French veterinary schools (see part 2.3.1.1). Each Department validates the clinical program during their monthly meetings; this program is then sub-divided in specific entities (Teaching and Clinical Units).

The main key to students' exposure to clinical cases is the organisation of clinical rotations. This organisation allows each student to participate in activities of all clinical services of the EnvA. For small animals and horses, this organisation is carried out under the coordination of one teacher of the EnvA in connection with the Head of the Equine and Small Animal Department and with the Deputy Dean for Teaching and Student Life. This organisation is first discussed within the Equine and Small Animal Department council, then within the Academic council. Each clinical rotation is described in a specific sheet, which defines the learning objectives and the expected skills. Clinical rotation sheets are available on the EVE platform.

For farm animals, the Head of the Farm Animal and Public Health Department coordinates the organisation. Again, the organisation is first discussed within the Farm Animal and Public Health Department council, then within the Academic council. Each clinical rotation is described in a specific sheet, which defines the learning objectives and the expected skills. Clinical rotation sheets are available on the EVE platform.

Pathology teachings (autopsies) are performed on small animal cadavers (dogs or cats, mainly), and on large animals (mainly cattle) under the supervision of clinicians during their large animal clinical rotations. The autopsy activity is part of the EnvA Pathology Program which is registered as a Residency Training Program of the European College of Veterinary Pathologists (ECVP) and therefore fulfils the requirement of the ECVP, including species as well as number of animals. Since 2013, the number of cadavers per species is recorded in a spreadsheet, which allows statistics on a yearly basis by the autopsy Teaching Unit.

The number of live animals that contribute to clinical teaching depends on the origin of the animals (see self-evaluation report of January 2015 for details).

For farm animals (mainly cattle or sheep) for purely educational purposes animals, the number is determined each year based on the number of students to train. Students are exposed to monogastric animals (pigs and poultry) during farm visits. Inspections of foods of animal origin are

implemented during their practical work at the slaughterhouse of Migennes and at the Champignelles Centre. These teaching activities are under the supervision and coordination of the Head of the Farm Animal and Public Health Department, and designed according to the requirements of EAEVE.

For owners' animals hospitalized in the Equine Clinic or in the Small Animal Clinic, the selection of cases for each student depends on (a) the appointments' flow and (b) the discipline of her/his clinical rotation. The number of cases received in clinics is compatible with the number of students present in a clinical rotation. Since most of the time, the offer exceeds the (teaching) demand, interns, residents, and/or hospital practitioners manage additional cases, which also contributes to post-graduate education. Therefore, the overall current activity of the Equine Clinic and the Small Animal Clinic provide each student a sufficient number of cases for training. Moreover, the clinics are accredited for coaching many residencies, with a strict control of the number of clinical cases by the European College of each discipline.

All clinical cases are recorded in a computer software (called "CLOVIS"). This tool allows for statistics and evaluations about clinical cases and their distribution. A review of each clinical activity is conducted annually, showing a stable activity over time and a respect of the criteria set by the EAEVE. These reviews are presented and discussed within the Veterinary Teaching Hospital office and within the concerned Department councils (Equine and Small Animal Department, Farm Animal and Public Health Department).

In order to enable each student to monitor her/his acquisition of clinical competences, a competences book (as a self-assessment tool) was set up in the academic year of 2016, for 3rd, 4th year students (Small Animal Clinic), and 5th year students (Farm Animal Clinic). It relies on a multidisciplinary teaching implemented both in the VetSims clinical skills laboratory and in clinics. A half-yearly assessment of each student validates this teaching. During the 4th year, senior clinician teachers regularly monitor the competences book during small animal clinical rotations.

Supervision of students is carried out by senior clinician teachers and by junior clinicians (i.e., interns, residents, and clinical assistants). This supervision enables the students in being active in the workup of patients, including physical diagnosis and decision making when facing diagnostic problems.

As for non-clinical teaching, detailed information about clinical training is provided to students by uploading all the useful documents on the EVE platform. In addition, the teachers regularly send messages to the students by using the promotion forum, or CU forums, via the EVE platform.

### 2.5.2 Comments

The exposure of the students to clinical cases respects the EAEVE ratios whatever the species.

The implementation of a clinical competences book in 2015 for the 4th year students (Small Animal Clinic), and from September 2016 for the 3rd year students, contributes to the improvement of clinical teaching.

### 2.5.3 Suggestions for improvement

The implementation of a clinical competences book for 4th year students (Farm Animal Clinic) is planned for the 2017/2018 academic year.
An analysis of acts that have indeed been made by the students and reported in their competences book is planned for 2018. This analysis will help to refine the recruitment of clinical cases for pedagogical purpose.

## 2.6 Learning resources

### 2.6.1 Factual information

(Description of how and by who the learning resources provided by the Establishment are decided, communicated to staff, students and stakeholders, implemented, assessed and revised.)

2.6.1.1 Procedures about learning resources

*2.6.1.1.1 EVE platform*

The EnvA uses Moodle learning management system (currently the version 3.1), the educational platform called "EVE" that stands for "Etudes et Vie Etudiante"[8]. All the numeric resources are present on the webpages of the EVE platform dedicated to each CU. The type of learning resources (pdf files, videos, PowerPoint files, formative self-assessments, *etc.*) are implemented by the teachers of the Teaching Units. Internal teaching meetings (see below) help the teachers in improving the type of the learning resources, with the help of other teachers who have already used the same type of resources. Furthermore, the teaching evaluation by the students enables the teachers to know whether the resources and their type are well adapted or not. If one resource is not well perceived by the students (as noted in the teaching evaluations), the concerned teacher can find help to solve the problem to her/his colleagues, during a session of one internal teaching meeting, during a Department council, or even during an Academic council.

*2.6.1.1.2 Library*

The library was created at the beginning of the school, in 1766. At the end of the 19th century, it was settled down on the 1st floor of the finest School's building, that also houses the Fragonard Museum. This library owns 180 000 volumes. It is one of the world's richest libraries in the domain of veterinary medicine. Books and non-books resources have been referenced on the library catalogue since 1980.

The library is managed by the curator of the library (a qualified librarian) who was recruited in September 2014.

The library provides 2,300 periodicals (2,150 by the subscription to the scientific editor Elsevier and 150 through other subscriptions). The choice of the periodicals was made after consulting teachers and Research Units members. Teachers also have access to periodicals through the INRA, INSERM[9] or CNRS[10] platforms, depending on the affiliation of their Research Unit.

The EnvA website provides the catalogue of selected periodicals (600 titles including 200 current periodicals). Students and teachers have access to on-line periodicals and services from any computer connected inside the three school's sites. Furthermore, the library has acquired more than 30 e-books, accessible by the staff and students by using the "Dawsonera" platform (allowing a distant access to these e-books). Furthermore, a proxy-PHP program has recently been implemented (March, 2017), allowing students and staff members to have access to these on-line periodicals from outside the EnvA.

An annually updated spreadsheet quantifies the number of downloads per journal and the number of attempts of downloads. This file therefore allows the analysis of the relevance of the offer and the needs of the whole EnvA community in terms of subscribed / not subscribed journals.

*2.6.1.1.3 The VetSims clinical skills laboratory*

The VetSims clinical skills laboratory, which includes inert models and mannequins, was inaugurated in 2016. It includes about 90 stations, in self-service for students during specific working hours (10.5 hours a week), under the supervision of an assistant who is present all the time to help the students. A teacher of the EnvA supervises the management of VetSims, with a close collaboration with the Head of the Biological and Pharmaceutical Sciences Department, who manages the funds allocated to VetSims. For each station, a specific sheet addressing the learning objectives and presenting the procedure is available right next to the station. The QR code technology is used, which provides autonomy to students and allows teachers to monitor skills laboratory visitations and

[8] Teaching and Student's Life

[9] INSERM: National Institute of Health and Medical Research

[10] CNRS: National Centre for Scientific Research

students' progress. At the end of the learning process, students must fill in a self-evaluation questionnaire regarding the acquired skills.

#### 2.6.1.2 Means for improving the teaching value of innovations in learning resources

First, the teaching evaluations by students, which are compulsory and for which a response by the teachers is provided, is the main means for improvement: it follows a procedure that guarantees that both students and teachers agree with the comments (by the students) and the responses provided (by the teachers; see part 2.3.1.2.2).

Furthermore, once every month, two teachers of the EnvA organise 1.5-hour internal teaching meetings of which the objectives are: (1) to share about teaching practices by emphasizing those that are well accepted by the students, (2) to present new teaching approaches, (3) to summarize external teaching seminars to the EnvA members who did not attend these seminars (see Chapter 9). A webpage on the EVE platform is dedicated to these seminars where all the staff members of the EnvA can download the content of the seminars as well as additional files.

Subsequently, each Head of Department takes into account what has been presented during these seminars and proposes to the members of the Department council to discuss and suggest some evolutions of teaching practices. Then, the next academic year, there is a feedback during these internal seminars in order to validate what the Department council has suggested or to modify some practices, if necessary. For instance, producing a tutorial about how to write learning objectives for teachers followed all these steps: presentation of the ideas in several teaching seminars, then two teachers wrote the tutorial, then it was discussed in a teaching seminar, then it was adopted in a Department council and provided to the teachers on the EVE platform.

In 2015, teachers as well as students were invited to attend a "joined" seminar organised by one teacher of the EnvA. This seminar dealt with the students' motivation, and allowed both students *and* teachers to discuss together in order to improve from both sides the quality of the teaching practices.

### 2.6.2 Comments

The curator of the library is developing a new library project in order to provide friendly consulting facilities to students and teachers, and to insure the quality of maintenance of printed and electronic documents. A library committee has also been recently created. It includes the library staff members, the Deputy Dean for Research, the three Heads of Department, the Deputy Dean for Teaching and Student Life, and three students. The aims of this committee are: (1) to choose the pertinent resources for staff and students (in a context of a cost rationalization of the subscriptions) and (2) to collect the students' feedback regarding the functioning of the library.

### 2.6.3 Suggestions for improvement

The VetSims clinical skills laboratory (rooms dedicated to inert models) must continue to be developed. There is also a wish to digitalize the competences books, which may facilitate the self-assessment of the student's clinical skills.

A EVE platform Committee has recently been created, comprising of teachers, staff members from the Information Systems, the Deputy Dean for Teaching of Student Life, and students. It aims at improving the functioning of the platform, in order to more efficiently meet the needs of the users (students and teachers).

There would be a need for a pedagogical engineer in order to help teachers in building pedagogical sequences by using the various numeric tools which are now available. A job description has been written for a future recruitment if possible.

## 2.7 Student admission, progression and welfare

### 2.7.1 Factual information

(Description of how and by who the admission procedures, the admission criteria, the number of admitted students and the services to students are decided, communicated to staff, students and stakeholders, implemented, assessed and revised.)

#### 2.7.1.1 Admission of students

The admission process of the students in each of the four French veterinary school (FVS) is described in details in the self-evaluation report of January 2015, and is also described on the internet[11]. Briefly, the admission into a FVS is possible after passing a competitive national entrance exam after two (or more) years of study after obtaining the Baccalaureate (the French high school diploma). There are 6 types of entrance exams, depending on the previous curriculum of the students. The vast majority of students who are admitted have obtained a baccalaureate in sciences (main topics: mathematics, biology, physics and chemistry, French and a foreign language). The entrance exams for FVS are national, open to all students with the necessary prerequisites, regardless of their social or geographical origin; in addition, the selection process is neither regional nor specific for a FVS. The diversity of the entrance exams allows students from various socio-professional classes, including underprivileged classes, to take one of the selection exams.

The Ministry of Agriculture organises the entrance exams. The Chairman of the jury of all the exams is a Dean of one of the 4 FVS. The selection process is such that there is a high-pressure selection at entry, since out of the ~2,800 students applying, there are only 137 students per FVS who are finally admitted. The Ministry of Agriculture fixes this number of students per FVS every year, after discussion with the Deans of FVS and with professionals (i.e., external stakeholders).

For students who come from a foreign country that has its own veterinary school, the selection process involves two steps. The first step is undertaken at our partner institute and the second step is undertaken at the EnvA. The partner institute selects candidates up to the number specified in the ERASMUS+ agreement. The second step occurs after the initial selection by the partner, and requires that the student demonstrates that she/he has sufficient skills in French to be able to follow the teaching exercises. The student must provide an official certification of a B1 European level for French (such as DELF, DALF, or TCF). Furthermore, a professional language instructor of the student's school must provide a filled document stating that the student possesses sufficient skills in French speaking, writing, and reading.

#### 2.7.1.2 Progression, welfare, and services to students

Progression, welfare, and services to students are described in details in the self-evaluation report of January 2015. The rules for progression of students are described in the Regulations of Studies document, which is available through the intranet website and the EVE educational platform, respectively for staff members and students.

Student life is supervised by the Teaching and Student Life office. This office is responsible for the organisation of curriculum (curriculum coordination, organisation of student mentoring, planning the schedule, organisation of assessments, collection and circulation of results, coordination of the teachings, and evaluations by students) and welfare of the students (occupational medicine, student housing, *etc.*). The Deputy Dean for Teaching and Student Life is assisted by two staff members, besides one specifically responsible for the management of student housing.

Students with disabilities certified by a medical certificate have an additional third time for all summative assessments. There are two major programmes of financial aid that are available for students: a national one and a programme supported by the association of the former students (alumni) of the EnvA (two meetings per academic year in order to select candidates).

To communicate with students, the Teaching and Student Life office uses:

- The EVE platform, that gathered all the information related to the curriculum (specifically per academic year or for all year students),
- The Hyperplanning website accessible to both the teachers and students, which provides one's own personal schedule indicating the teaching room and the teacher,

[11] https://www.concours-agro-veto.net/

- The email: each student has a @vet-alfort.fr email address (that also allows direct individual exchanges between each student and the Deputy Dean for Teaching and Student Life),
- Forums on the EVE platform that allow the Teaching and Student Life office or teachers to circulate instructions or information to either groups of students or to the whole promotion (this device also allows students to interact with each other).

Upon arrival at the EnvA, the Deputy Dean for Teaching and Student Life welcomes the 1st year students by presenting them the School, the facilities, and the administrative registration. A mentor teacher is designated at the beginning of the curriculum by the Deputy Dean for Teaching and Student Life for each 1st year student. This mentor assists students in building their professional project. She/he also checks the welfare of the students during informal meetings. Students who have some difficulties (decrease in motivation, low marks, or emotional needs) are identified either by their mentor or by other teachers. These teachers report the issue to the Teaching and Student Life office and the students who need or seek for assistance are assisted by a dedicated committee, in order to find appropriate solutions in full agreement with these students.

A teacher is full-time dedicated to sport activities for students; he organises sport competitions and leisure events for both students and staff members. Furthermore, there are 27 student associations or clubs on the campus, a fitness room, a soccer stadium, and a casual place to eat and drink in a friendly atmosphere open between 9am-3pm.

### 2.7.2 Comments

The admission of students to a French veterinary school is organised at the national level. Upon the entry into a veterinary school, a student masters the scientific basics of biological sciences, and has the general intellectual culture needed to assimilate knowledge and skills during the veterinary curriculum.

### 2.7.3 Suggestions for improvement

Financial issues may prevent some EnvA's students from carrying out trainings in foreign countries during summer holidays. Increasing patronage or sponsorship would be of major help in improving student mobility to foreign countries.

## 2.8 Student assessment

### 2.8.1 Factual information

(Description of how and by who the student's assessment strategy is decided, communicated to staff, students and stakeholders, implemented, assessed and revised.)

General rules for student assessment are described in the Regulations of Studies document. The general framework of the assessment process has dramatically evolved since the implementation of the 2013 teaching evolution. Students are now assessed for each CU by using a "letter scale" (from A to F), which expresses the degree of mastery of the skills they are supposed to have acquired. If a student obtains an F score for one CU at the end of semester (called "1st session"), she/he must attend the compensatory assessment session in September (called "2nd session"). Some students may obtain a FX score for a CU assessment at the 1st session, which indicates special deliberation (first among the teachers involved in the CU, then during the Department council if necessary, then again, during the Academic council if necessary) to determine whether or not the student finally obtains the CU. Students are accepted to the next year of curriculum only if there is a maximum of one CU of the year that has not been acquired (they however need to acquire this CU within the next academic year).

Each CU is under the responsibility of one (sometimes two) teacher(s). The assessment procedures of the CU are determined by the CU team of teachers, coordinated by the teacher in charge. They are fully described in each CU sheet. Each CU may be subject to summative intermediate assessments and must have a summative final assessment at the end of the semester (the "1st session"). Assessments are organised by the Teaching and Student Life office during one week at the end of each semester, and at the end of the summer holidays (end of August / beginning of September), respectively for the 1st and 2nd sessions.

Expected skills and assessment methods for clinical rotations are also described in dedicated sheets. Furthermore, the quality of the clinical teaching is assured by the high number of specialists from European as well as American Veterinary Colleges.

The results of 1st session assessments are collected by the Teaching and Student Life office, and finally deliberated and voted during the first Academic council following the 1st session. They are then provided to students through the EVE platform.

Self-assessment tools (i.e., formative assessments) are also provided to students, via the EVE platform. They include both pre-clinical as well as clinical skills. For pre-clinical skills, MCQ[12] tests provide a feedback to the student once the test is completed.

Most of the 1st session assessments are set up on the EVE webpage, with MCQ questions, drag-and-drop questions, short-answer questions, or composition questions. The Moodle platform allows the export of the results towards an Excel format. From this export, a recent home-built spreadsheet provides two outcomes: (1) the letter of the student (from F to A, including FX) according to rates of correct answers, and (2) for each question of the assessment, the percent of students who answered correctly. This latter indicator is used as a feedback to the teachers. If the percent is too low, the question may be considered as too hard, and the related topic is discussed among teachers involved in the CU; then, they decide whether there is a need to modify the teaching methods or not the subsequent year for this topic.

The 1st session assessments are now subject to a compulsory evaluation by students, according to a procedure that has been approved by the Academic council. The response by the teachers is also compulsory.

### 2.8.2 Comments

For the past 5 years, the means of student assessment has considerably evolved:

- Development of dematerialized tools,
- New letter scale for evaluation,
- Inter-disciplinary evaluation,
- “Competence-based” approach,
- Development of self-assessment tools.

It is the role of the Teaching and Student Life office and of the councils involved (Department, Academic, and Teaching and Student Life councils) to make those tools appropriate to both students and academic staff.

### 2.8.3 Suggestions for improvement

After the implementation of a full cycle (i.e., 5 years), a review of the teaching evolution initiated in 2013 should be carried out in order to make the necessary adjustments and improvements.

## 2.9 Academic and support staff

### 2.9.1 Factual information

(Description of how and by who the strategy for allocating, recruiting, promoting, supporting and assessing academic and support staff is decided, communicated to staff, students and stakeholders, implemented, assessed and revised.)

2.9.1.1 Teacher recruitment

The recruitment of faculty members relies on a pluri-annual recruitment plan. This plan is first discussed within the Department and Academic councils, then presented to the Governing board. Based on the EnvA proposal, the recruitment plan is then approved by the Ministry of Agriculture, after discussion during the annual strategic interview. The distribution of the faculty members across disciplines is based on an analysis of the educational needs, and also depends on the “job ceiling” (i.e., the maximum number of faculty members who can be recruited) available and decided by the Ministry of Agriculture. For instance, a new teacher in management, marketing, and communication was recruited in September 2014 to meet the needs expressed by external

[12] Multiple choice questions

stakeholders. This recruitment allows teachings in alignment with numerous EAEVE day-one competences. Furthermore, teachings to 1st, 2nd, and 3rd year students in this field involve external stakeholders (such as veterinarians from the National Council of Veterinary Surgeons, veterinarians from industry, non veterinary people advising veterinarians on management fields, and veterinary practitioners), which allows an exposure to the professional world from the 1st year of the curriculum at the EnvA.

Recruitment is framed by national regulations that define the conditions for eligibility to the competition, the tests for the examination, and the composition of the jury. Any change of this regulatory framing is discussed within the National Council of Higher Education and Agricultural, Agrifood and Veterinary Research. There are two sessions of recruitment per year, and the profile of the position is made publicly available on the Ministry of Agriculture website.

To be recruited as an associate professor, candidates must hold a PhD doctorate and/or a diploma as specialist from one of the European or American Veterinary Colleges. To be recruited as a professor, candidates must hold an accreditation (national diploma) to supervise research (usually delivered on average 4-6 years after the PhD defence). The tests of the recruitment for both associate professors and professors include at least the presentation of the candidate to the jury (professional background, previous teachings, previous research work, and pedagogic and research projects) as well as a public lesson after 24 hours of preparation upon a theme determined by the jury, related to the discipline of the recruitment. The candidate with the highest score is the one who is recruited.

Each recruitment is carried out on the basis of a job description, always including the expected research and teachings activities, and services. The job descriptions are discussed in the concerned Department council, and submitted for approval to the Academic council and the Governing board. The Scientific council must approve the research component.

The jury for the recruitment of an associate professor is composed of associate professors, professors, and/or researchers holding a PhD, coming from inside and outside the EnvA. The jury for the recruitment of a professor is composed of professors and/or researchers holding the accreditation to supervise research, coming from inside and outside the EnvA. In both recruitments, a person from outside the EnvA must chair the jury. The jury is proposed by the Department council and must be approved by the Academic council and the National Commission of Teachers (CNECA[13]). The jury is officially appointed by the Ministry of Agriculture, that organises the competition as well.

Once recruited, an associate professor performs her/his duty (research, teachings and services) for a 1-year trial period. At the end of this period, she/he must write an activity report that is peer evaluated by the CNECA, by an internal committee, and by the Dean. The composition of the internal committee (6 teachers of the EnvA) is decided and approved by the Academic council. The CNECA, the internal committee, and the Dean all must approve the tenure.

A government decree states that the activity of a faculty member must be equally balanced between research (50%) and teachings (50%, including services).

Contractual teachers and staff members supplement the teaching team. Their number and distribution is determined based on identified needs (curriculum, clinical activities, *etc.*), the "job ceiling" for the EnvA, and the available resources (clinical incomes, research contracts, *etc.*).

The distribution of the recruitments of contractual teachers is decided each year by the Dean, based on a proposal from the Human Resources office, in reference to a pluri-annual recruitment prevision discussed within the Academic council and the Governing board.

#### 2.9.1.2 Teacher training

Each newly recruited associate professor at the EnvA is strongly encouraged to follow a national 4-week (full-time) teaching training program organised by the Ministry of Agriculture. Current associate professors that had not the opportunity to follow this program in the past are also encouraged to follow this program. Briefly, this 4-week program includes: basic teaching methods for graduate students and learning objectives (week 1), assessment (week 2), advanced learning

[13] A committee that is composed of faculty members and researchers from institutions supervised by the Ministry of Agriculture (https://info.agriculture.gouv.fr/gedei/site/bo-agri/document_administratif-d82378a4-75b5-4792-9801-e15e192309f7).

methods (week 3), and personal project defence (week 4). So far, 14 associate professors and professors of the EnvA have followed this teaching training program. This program for faculty members is unique in France and truly provides new teachers of the EnvA with the strong basis of the theory of teaching as well as the most up-to-date teaching techniques using new technologies (e-learning, active methods by using electronic voting device, *etc.*).

Four years ago, the Paris-Est University (which naturally belongs to the COMUE Paris-Est, like the EnvA) created IDEA, an organism dedicated to pedagogy, of which the main objectives are (1) to assist teachers of the COMUE in their daily teaching activities, (2) to organise exchanges between the COMUE members in order to promote new/original teaching methods used by some members, and (3) to organise plenary seminars. Twelve teachers of the EnvA occasionally or regularly attend these IDEA exchanges or seminars. Besides the teaching seminars organised by the IDEA, the ParisTech organism, that comprises Parisian engineering schools, also organises teaching seminars, to which 7 EnvA teachers attended in the past three years. One teacher of the EnvA is in charge of sharing to the EnvA community the dates and the program of all these external teaching seminars.

Internal teaching meetings are periodically organised by two EnvA teachers in order to acquire new teaching skills for the EnvA teachers (see part 2.6.1.2 for details).

#### 2.9.1.3 Faculty member's career regulation

The associate professors and professors must report annually on their number of teaching hours on a dedicated spreadsheet. This report must be approved by the Head of the Teaching Unit, then by the Head of the Department, and, once approved, is finally sent to the Dean. This spreadsheet allows the checking that the regulatory obligations of each teacher are respected.

Nationally, the careers of associate professors and professors are regulated by the CNECA. Every four years, any associate professor or professor must send an activity report to the CNECA, and in the mean time, the Dean sends her/his recommendation to the CNECA. Then the CNECA sends back its advice for the next four years. Because promotions of faculty members inside a grade are framed by national regulations, this report is also used to make national ranking of faculty members who ask for a promotion inside a grade. The Ministry of Agriculture annually sets the number of these promotions for all the establishments it supervises.

For promotions of faculty members at a higher grade (from associate professor to professor), the candidates must write an activity report according to clear and explicit criteria. Each year, the activity reports are evaluated by an internal committee composed of professors who rank these reports. The candidates with the highest marks will then have the opportunity to apply for a professor position once this position is offered by the Ministry of Agriculture.

#### 2.9.1.4 Support staff

The prevision of the recruitment of support staff is based on a pluri-annual management of jobs and skills for each target organisation and competence level, that takes into account the "job ceiling" allocated by the Ministry of Agriculture. This management of jobs and skills is discussed within the Technical committee and within the Governing board. Each recruitment is subject of a job description, which describes the expected skills and the activities that need to be implemented. After this discussion process, the Dean arbitrates the demands.

Faculty members are recruited by mutation or by competition. Open jobs are first discussed during the annual strategic interview with the Directorate of Education and Research of the Ministry of Agriculture, then must receive approval from the Ministry of Agriculture.

Contractual staff members, payed on the school budget, are recruited after a recruitment interview.

The whole support staff is subject to an annual professional interview by the direct supervisor, that takes into account the objectives of the previous year to determine the objectives for the coming year and to identify any training need.

A dedicated national committee (called "Commission Administrative Paritaire") insures the professional growth and development for each civil servant staff[14].

[14] https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=LEGITEXT000006063789&dateTexte=20110921

### 2.9.2 Comments

The recruitment process of faculty members guarantees that their qualifications and skills are appropriate to deliver the educational programme and fulfil the EnvA's missions. Furthermore, the tenure position offers security and benefits necessary to maintain stability and continuity. The recommendations of the CNECA every 4 years enable the faculty member to make some adjustments in her/his career (either in research or in teachings/services). Finally, the Ministry of Agriculture offers the opportunity of a continuing training for faculty members.

Specifically at the EnvA, various achievements for human resources management can be highlighted:

- The structuration of a Human Resources office,
- The increase of the use of professional interviews for support staff, and detailed job descriptions for each recruitment,
- The development of mission letters for the main managers.

### 2.9.3 Suggestions for improvement

Human resources management should strengthen the support and training of managers, and allocate, as soon as possible, more funding for professional development.

## 2.10 Research programmes, continuing and post-graduate education

### 2.10.1 Factual information

(Description of how and by who research, continuing and postgraduate education programmes organised by the Establishment are decided, communicated to staff, students and stakeholders, implemented, assessed and revised.)

2.10.1.1 Research

*2.10.1.1.1 Scientific councils, research managements and evaluation process of the laboratory*

The scientific policy is set up by using a collective approach, involving all stakeholders in the Research Units. It is supervised by the Dean, with the support of the Deputy Dean for Research. The management is based on three levels of councils: 1) a laboratory council, that follows the rules of each Research Unit, 2) an internal research council of the EnvA, with members from several laboratories and under the supervision of the Dean, and 3) a Scientific council with representatives from both the EnvA and other research institutions.

The internal research council (called "Bureau des pôles de recherche") is made up of the directors of all Research Units of the EnvA and elected scientists from the staff members of each Research Unit. The rules of this council were approved by the Scientific and Academic councils of the EnvA. This internal research council is the link between the Research Units and the Scientific council of the EnvA. It meets 6 times a year.

The Scientific council of the EnvA is made up of approximately 50% of elected representatives of the EnvA and 50% of external experts. The Ministry of Agriculture appoints these experts, after proposal by the Dean. They are usually coming from the main scientific partners of the EnvA (Universities, Institut Pasteur, INRA, INSERM, ANSES, CNRS). This council has the responsibility to propose the scientific policy to the Governing board. More precisely, it is responsible for the evaluation of the research programs of newly recruited faculty members, as well as the recognition of each Research Unit after an external evaluation.

*2.10.1.1.2 Research national indicators; bibliometric measures*

Every year, each laboratory provides a report with several indicators of their research activities. These indicators are used to calculate the allocated budget to each laboratory (allocated first by the Ministry of Agriculture, then by the Deputy Dean for Research of the EnvA). The main indicators are the following ones:

- Number of active (publishing) scientists in the Research Unit,
- Number of referenced publications in the field (only international publications with an impact factor > 0.5 are considered, in order to distinguish research publications from professional publications),

- Number of educational publications,
- Number of PhD students having defended their thesis,
- Number of public or private research grants,
- Number of participation in national committees from regulatory agencies.

*2.10.1.1.3 Approval system of Research Units*

Research Units are certified for a 5-year period. The ultimate decision of recognition is made by the Ministry of Agriculture, on the basis of the formal Scientific council recommendation.

A national external evaluation is processed by the HCERES every 5 years (see Chapter 1). At the EnvA, the HCERES organises the evaluation of all research laboratories, after an official request from the managing bodies. This evaluation process lasts 24 months. The first step consists in the self-evaluation of each laboratory (that includes perspectives as well). A self-evaluation report must be validated by the Dean, who then requests an external evaluation by the HCERES. Then, the HCERES starts the evaluation process that includes a visit of the laboratories during 1 to 3 days, depending on the size of the laboratory. The HCERES then sends a report to the EnvA, which eventually provides a written response to the evaluation report. Then, the evaluation report and the response of the EnvA are made accessible to the public and published on the website of the HCERES. On the basis of this evaluation, the Scientific council of the EnvA proposes the recognition of the laboratory to the Ministry of Agriculture, which officialises the decision.

This 5-year evaluation process allows a continuous evaluation of the research policy, in line with the national requirements.

2.10.1.2 Continuing education

The lectures provided by the teachers to fellow practitioners or public and private sector employees are mostly organised directly by the EnvA itself. An office for Continuing Education was created in September 1st, 1996 and is currently headed by a teacher of the EnvA.

The continuing education sessions offered are either diploma or qualifying. They are proposed and organised by the teachers of the EnvA, who ensure their teaching quality.

The detailed training programs of continuing education proposed by the EnvA are distributed on a specific website: the AlforPro platform. This platform allows trainees to have access to the pedagogical tools or resources necessary for the training to which they are enrolled. It also allows the implementation of an evaluation of each continuing education activity by the participants. These evaluations are sent to the teachers in charge of the activity. These teachers can therefore take into account the comments written in these evaluations in order to improve their activity the following year.

2.10.1.3 Post-graduate education

Post-graduate education includes an academic track (PhD) and professional tracks.

*2.10.1.3.1 Academic track - PhD*

Through its partnership with the Paris-Est University, the EnvA is involved in three doctoral schools (post-graduate schools): « *Agriculture, alimentation, biologie, environnement et santé* » (ABIES), « *Sciences de la vie et de la santé* » (SVS) and « *Santé publique* » (SP). The faculty members of the EnvA are involved in the advisory board and management of these doctoral schools. These schools are in charge of the selection of the PhD candidates in the different laboratories of the EnvA.

The selection of the PhD candidates is based on the evaluation of the track records of the students, their scientific projects, and the quality of the laboratory and the PhD supervisors. Once admitted in a PhD program, the student signs a specific contract with her/his doctoral school. During her/his PhD fellowship, the student needs to conduct a proper research project that must lead to at least 1 peer-reviewed publication. Each year, an advisory committee is convened, including the student, the PhD supervisor and 2 external reviewers (who are proposed by the PhD advisor and validated by the Head of the doctoral school). The PhD student must write a summary of the project and its perspectives each year. The external reviewers write an annual report for the doctoral school to emphasize potential difficulties and warnings, if any. Thanks to this procedure of annual follow-up, potential difficulties can be detected early. When the thesis is written, the doctoral school nominates two external opponents. The PhD supervisor usually proposes these opponents. The thesis is evaluated by the opponents who are requested to write a report to authorize or not the defence

of the thesis. Once accepted, the thesis is organised within 4 weeks after approval. If the PhD defence is considered as satisfactory, Paris-Est University finally edits the PhD diploma.

#### *2.10.1.3.2 Professional track: internship and residencies*

The internship program is proposed to young veterinary doctors who want to improve their competences and knowledge in one of the three clinics: Small Animal, Equine, or Farm Animal Clinic. The number of interns per clinic and per French veterinary school (FVS) is proposed by the Dean, after approval by the Academic and the Teaching and Student Life councils (last decree: February 11th, 2015), then attributed for a maximal period of 5 years by the Ministry of Agriculture. This number allows quality of the internship program while being adapted to both the number of animal cases and human resources (4th and 5th year students, junior and senior clinicians). The admission and assessment are defined in a regulatory framework (decree of February 11th, 2015), leading to the national internship diploma delivered by the FVS. The examination committee for enrolment is made up of four FVS teachers (one per FVS) and one external veterinary practitioner. The teaching program is approved by the Academic council and each change in the program needs approval by the Academic council before being applied.

In France, the veterinary specialization training and diploma includes two categories:

- A national category, which is the DESV system (specialized veterinary diplomas in veterinary sciences, with a 3-year program co-organised by national organising committees, ending by specific exams and a French national diploma),
- The European category, with the residency programs of the European Colleges.

The DESV are divided into disciplines, according to common arrangements between the four FVS. Each specialty is the subject of a ministerial decree and a specific repository. This repository defines a 3-year program, co-organised by a national organising committee, including specialist teachers. At the end of the training, an exam is organised, leading to the delivery of a national diploma.

For the European category, veterinary specialist training is based on a 3-year residency, according to rules defined by the European Board of Veterinary Specialists. The recruitment of each resident must be approved by the supervisor and the Head of the Veterinary Teaching Hospital, and must be validated by the Dean. Currently, at the EnvA, 41 clinicians are diplomates of National, American or European Veterinary Specialization. At the EnvA, the implementation of residencies and the mutual commitments between the residents and the EnvA are defined in the charter of residencies. This charter was approved by the Academic council and by the Governing board.

### 2.10.2 Comments

The EnvA has a very high level of research, now principally organised in Research Units co-affiliated with French research institutes such as INRA, INSERM, ANSES, and CNRS. Out of the 12 establishments under the supervision of the Ministry of Agriculture, the EnvA has regularly the pole position regarding the indicators used by this Ministry, such as the number and level of publications per faculty member.

The EnvA offers continuing education programs regularly highly rated by participants and supported by modern tools such as the AlforPro teaching platform.

Finally, the EnvA is particularly involved in professional post-graduate tracks, especially with the enrolment of a significant number of interns and residents. The quality of the teaching is especially assured by the existing reference documents and the high number of clinicians and diplomates of national, American and European specializations.

### 2.10.3 Suggestions for improvement

A prospected work about rankings could be performed to better highlight the high quality research of the EnvA.

Continuing education could be developed especially by extending the training offer for specialized veterinary assistants and non-veterinarians, and further development of the e-Learning platform AlforPro.

# Glossary

## Abbreviations

ANSES = French Agency for Food, Environmental and Occupational Health & Safety (stands for "Agence nationale de sécurité sanitaire de l'alimentation, de l'environnement et du travail").

CNECA = National Commission of Teachers (stands for "commission nationale des enseignants-chercheurs relevant du ministre chargé de l'agriculture").

CNRS = National Centre for Scientific Research.

COFRAC = French Committee for Accreditation (https://www.cofrac.fr/en/home).

COMUE = Community of Universities and Establishments.

CR = Centre of Responsibility, which corresponds to each main entities in the Functional Flow Chart.

CU = Competence Unit (see Terminology above, for details).

DEPEC = Equine and Small Animal (teaching) Department (stands for "Département d'élevage et de pathologie des Équidés et des Carnivores").

DPASP = Farm Animal and Public Health (teaching) Department (stands for "Département des Productions Animales et de la Santé Publique").

DSBP = Biological end Pharmaceutical Sciences (teaching) Department (stands for "Département des sciences biologiques et pharmaceutiques").

EMS = Extra-Mural Studies.

ENQA = European Association for Quality Assurance in Higher Education.

ESG = Standards and guidelines for quality assurance in the European Higher Education Area.

EVE = educational platform that uses the Moodle LMS (stands for "Etudes et Vie Etudiante"). This platform is first dedicated to Students, but also to the staff members of the EnvA (http://eve.vet-alfort.fr/).

FAo = Financial Affairs office.

FVS = French veterinary school. There are 4 FVS: Oniris (Nantes veterinary school), VetAgroSup (Lyon veterinary school), the EnvT (national veterinary school of Toulouse), and the EnvA.

GBCP = "Gestion budgétaire et comptable publique", which is a national regulatory framework defined by the Finance Ministry.

HCERES = Council for Evaluation of Research and Teaching in Higher Education (stands for "Haut Conseil de l'Evaluation de la Recherche et de l'Enseignement Superieur".

IAVFF = French Institute of Agronomy, Veterinary and Forestry Sciences (stands for "Institut Agronomique, Vétérinaire, et Forestier de France").

INRA = National institute for agronomy research (stands for "Institut National de la Recherche Agronomique").

INSERM = National institute for health and medical research (stands for "Institut National de la Santé et de la Recherché Médicale").

QA = Quality Assurance.

SWOT (analysis) = analysis of strengths, weaknesses, opportunities, and threats.

## Terminology

Assessment: exam taken by the students that are necessary to validate a Competence Unit.

Clinic: one clinic refers to the Equine Clinic, the Farm Animal Clinic, or the Small Animal Clinic.

Competence unit = group of former teachings units, making a new multidisciplinary unit of teachings. This grouping of the former teachings units have been implemented since the 2013 teaching evolution (see Chapter 3). There are about 5-8 competence units per semester that need to be validated by the students.

Department: teaching entity that encompasses Teaching Units of a major area of teachings. There are 3 (teaching) Departments: the Equine and Small Animal Department, the Farm Animal and Public Health Department, and the Biological and Pharmaceutical Sciences Department.

Evaluation: subjective evaluation performed by students (or other) about teachings, assessments, *etc*.

Faculty members: civil servant teachers-researchers (associate professors and professors).

Intranet: internal website dedicated to all staff members of the EnvA, that is not accessible to students from the housing facilities with their personal laptop.

Regulations of Studies document: the document that defines all the teaching rules of the EnvA (including assessment rules and validation of the assessments).

Rules of Procedures document: the main document that defines all the rules and regulations of the EnvA.

Staff members: all employees of the EnvA or the French State working regularly on either of the three sites (e.g., technicians, nurses, teachers, researchers, clinicians, support services employees).

Teachers: all the teaching members (teachers, faculty members, and hospital practitioners).

Teaching Unit: group of teachers of one discipline, or group of teachers of isolated disciplines.

Teachings Unit: former set of mono-disciplinary teachings, which are now grouped into competence units.

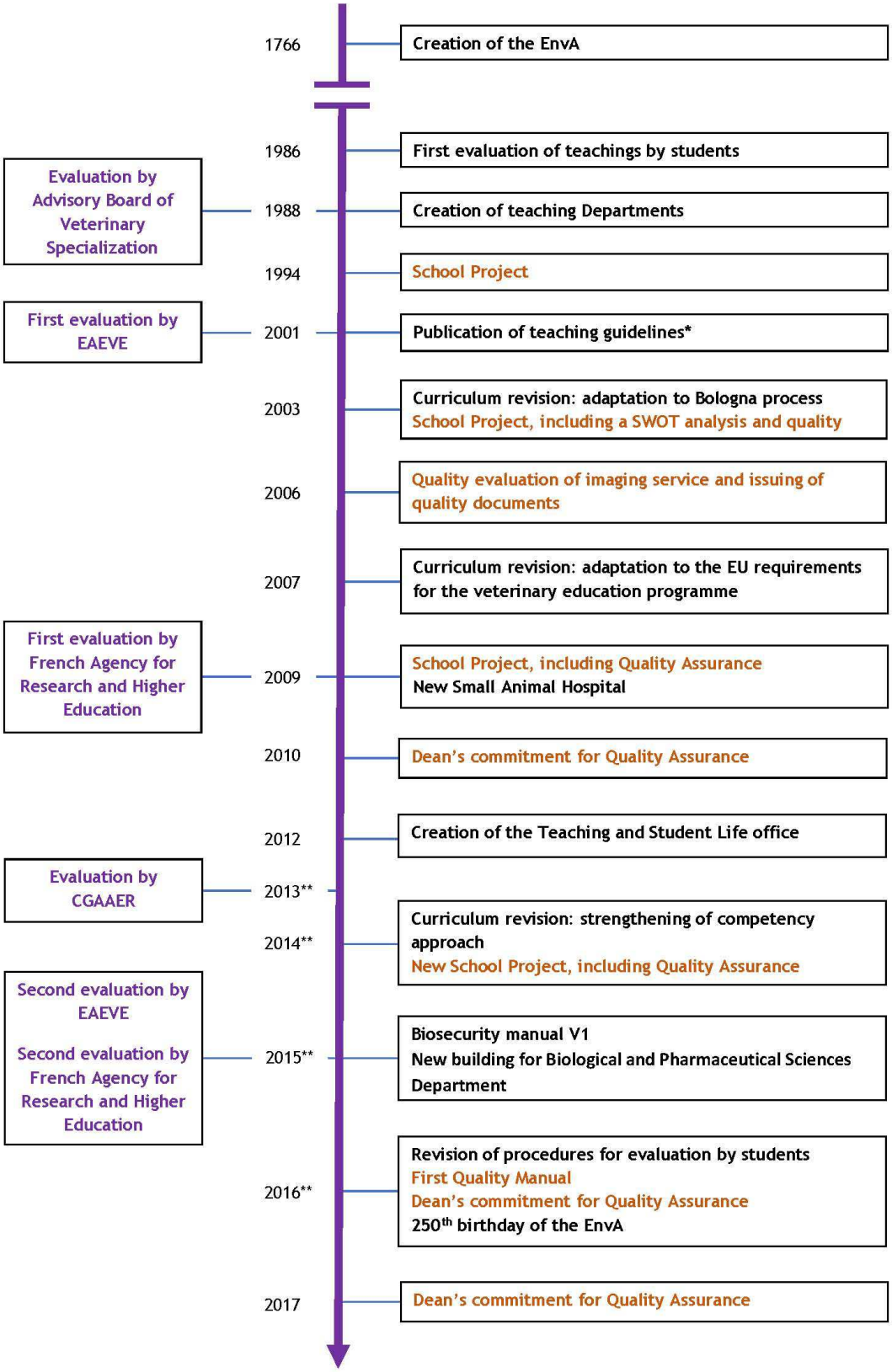
EnvA
École nationale vétérinaire d'Alfort

# Appendices for the Quality Assurance Self-Evaluation Report

## European Association of Establishments for Veterinary Education

*March 2017*

## Appendix 1 – Main stages of quality implementation within the EnvA




* Publication of "Relevant pedagogic and evaluation practices for veterinary teaching" by Toma B., Gogny M., Grenier B. (93p.)
** Years with meeting(s) between qualiticians of the four French veterinary schools

## Appendix 2 – Strategic priorities of the 2014-2017 School Project

The current **School Project** covers the 2014-2017 period and includes the 8 following strategic priorities:

1- To modernize the initial training of veterinarians and develop their training throughout life, within the context of "Vet for health, Vet for food, Vet for the planet," according to a quality approach and by using today's technologies and methods;

2- To improve the visibility and attractiveness of research activities, encouraging and stimulating partnerships;

3- To make our Veterinary Teaching Hospital and Technological Platforms leaders in terms of scientific competence, equipment, customer relationships and educational support;

4- To enable students to promote individual and collective development, development of entrepreneurship and openness to others;

5- To change the organisation of work and relational modes in order to optimize available resources, to ensure the well-being at work and the sense of belonging to the community of the EnvA;

6- To respond to societal demands, including developing a proactive policy of sustainable development based on social openness, developing student's curiosity and self-confidence, being open to others, and making available to the greatest number of individuals the EnvA's heritage, knowledge and skills;

7- To encourage actions of scientific and technical support and actions of expertise in the EnvA's areas of competence, by means of a better promotion, a readable presence and an appropriate communication;

8- To develop awareness and attractiveness of the EnvA by an ambitious development of its local, national and international networks.

## Appendix 3 – Internal and external evaluations of the EnvA since 2009

| Who was evaluated? | What was evaluated? | Who evaluated? | When was the evaluation? |
|---|---|---|---|
| Research laboratories | Research | AERES | 2009 |
| EnvA | Staff members' welfare | MSA | 2012 |
| EnvA | Finances | PwC | 2013 |
| EnvA | Finances and organisation | CGAAER | 2013 |
| Research laboratories and education | Research and education | HCERES | 2015 |
| EnvA | Finances and organisation | Cour des Comptes | 2015 |
| Veterinary Teaching Hospital | Clovis Software (electronic patient record system) | Atexo | 2014 |
| Small Animal Clinic | Biosecurity | Vétoquinol | 2015 |
| EnvA | Education and organisation | EAEVE | 2015 |
| Equine and Farm Animal Clinics (Alfort's site) | Pharmacy | Internal | 2016 |
| Pathology Service | Organisation | Internal | 2016 |
| Equine and Farm Animal Clinics | Biosecurity | Internal | 2017 |
| Equine and Farm Animal Clinics (Alfort's site and Champignelles site) | Pharmacy | Internal | 2017 |
| Information Systems | Organisation | Internal | 2017 |

Glossary:

- AERES: former name for the Council for Evaluation of Research and Teaching in Higher Education
- CGAEER: High Council for Food, Agriculture and Rural Areas
- Cour des Comptes: national Court of Auditors
- HCERES: Council for Evaluation of Research and Teaching in Higher Education
- MSA: Agricultural Social Union
- PwC: PricewaterhouseCoopers ("PwC mission is to deliver a fair and clarified auditing service, in order to improve presentation of financial information.")

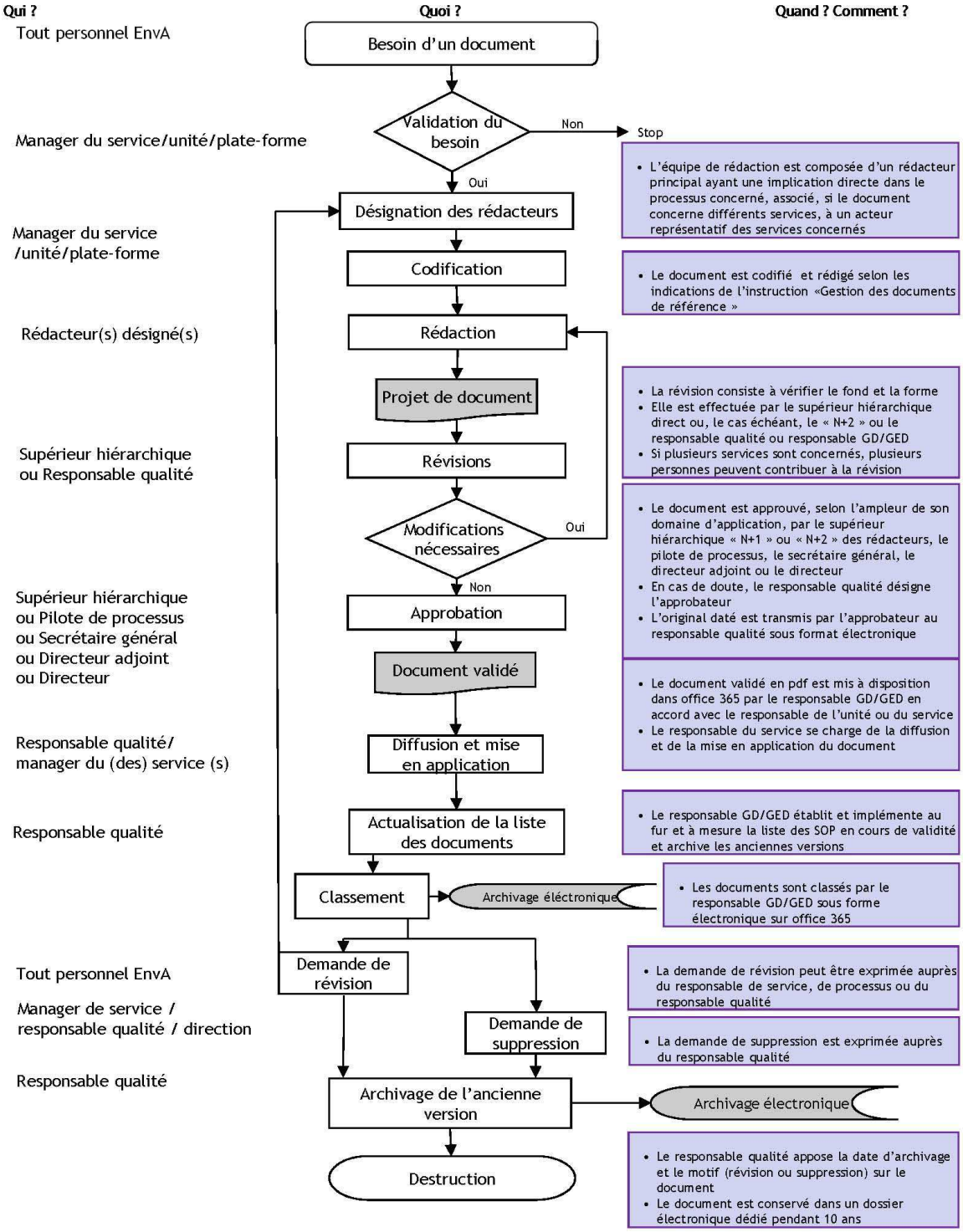
# Appendix 4 - Elaboration and management of reference documents

EnvA École nationale vétérinaire d'Alfort

Procédure

## Elaboration et gestion des documents de référence

*Date de version : 28/03/2017*
*Numéro de version: V2*




***Rédacteur***
*Christine Médaille*

***Révision***
*Geneviève Marignac*

***Approbation***
*Geneviève Marignac*

*Nom du fichier : EnvA_Procedure_2017_Gestion_documents_qualité V2*

## Appendix 5 – 2017 Strategic commitment of the Dean

# EnvA Quality Assurance Policy
# Revised 15th March, 2017

For over 20 years, a quality approach has been implemented at the EnvA. It has focused on education and teaching. When implemented by Prof. Bernard Toma, this approach aimed to redefine teaching methods and to evaluate them in order to improve them.

It was put into practice via training for faculty members, writing tutorials and procedures, and in the evaluation of teaching and teachers. This policy led to emulation within the teaching community and has deeply modified teaching practices (implementation of learning objectives, a reduction in the number of plenary lecture hours in favour of teaching in small groups, *etc*.).

Since 2008, this policy has been reinforced and extended to other domains. The Direction of the EnvA decided to hire a Vice-Dean whose main mission was centered on the implementation of a quality approach. In 2010, a policy statement related to quality was written. A series of three Vice-Dean were appointed, tasks were assigned to working groups, procedures were written, and School projects increasingly integrated this quality approach.

The preparation of the EAEVE evaluation visit in 2015 led to a stronger overall integration of the quality approach, including biosecurity.

The EAEVE visit in June 2017 will include a Quality Assurance assessment, since the EnvA is able to prove that it masters Quality Assurance and modifies processes according to a quality approach in agreement with the eleven EAEVE standards.

In this regard, an EAEVE committee was created to prepare the EnvA for the visit. The chairperson is Loïc Desquilbet. His domain of activity is defined in a mission letter. He is assisted by staff members representing the various activities of the EnvA. Geneviève Marignac accepted a mission to implement Quality Assurance in the context of the EAEVE visit.

The activities of the Committee highlighted the necessity to modify our methods of reasoning. The quality approach at the EnvA should not be vertically implemented and based on a concept of unique responsibility. In a plural community, the challenge is to mobilise everybody in this quality approach. Therefore, I decide to create a Quality Assurance Committee (named CAQ). It should be perceived as a sharing entity, and is based on a Bureau and a larger assembly. Its creation has been based on a decision taken by the Dean. A trial working period of a couple of months will be necessary for it to demonstrate its efficiency, before being listed in the Rules of Procedures document of the EnvA.

The Bureau's members are appointed by the Dean. The Bureau is composed of a coordinator, a procedures and EDM (electronic document management) manager and EnvA staff members from various sectors.

While the Bureau’s members are appointed, Assembly members are found within the community according to their interest and motivation in being involved in the quality approach. The CAQ also include student representatives, and CAQ meetings are open to any external stakeholder considered as relevant by the Bureau in its brainstorming sessions.

Permanent missions of the CAQ and its Bureau include:

- ✓ to implement and to promote a quality management system based on the Plan-Do-Check-Act principle;
- ✓ to propose and to instill a strategy to spread the quality approach into the various institutional and consultative committees;
- ✓ to chose and to validate reference and model documents related to quality (procedures, memos, instructions, *etc.*);
- ✓ to identify operating sectors considered as a priority and to rank actions which need to be implemented first;
- ✓ to design and to propose a working methodology which matches the planned action;
- ✓ to coordinate the production of quality documents and to mobilise working teams around such publications;
- ✓ to manage diffusion and storage of the quality documents;
- ✓ to ensure the appropriate implementation of procedures, namely via audits;
- ✓ to submit to the EnvA's Dean corrective actions in sectors considered as inadequate;
- ✓ to choose monitoring indicators and to produce an annual report of the implemented actions;
- ✓ to apply a continuous improvement methodology within the CAQ.

Temporary missions of the CAQ and its Bureau include:

- ✓ to participate in the preparation of Establishment Projects;
- ✓ to participate in the coordination and planning of the evaluations of the EnvA by external bodies.

The Bureau of the CAQ meets as often as necessary, at least once per trimester, when requested by the coordinator. Plenary CAQ assemblies are convened at the request of the coordinator, at least twice a year: at the beginning and at the end of the academic year. The session at the end of the academic year reviews actions taken during the past academic year and makes propositions of objectives for the next one. The Bureau prepares the agenda. It can decide to work with anybody considered relevant for brainstorming sessions and actions.

Minutes of the CAQ assemblies are emailed to all the members of the Committee for approval. They are then sent to the EnvA's Direction and are taken into account in the agenda of institutional or consultative committees. They are made available to the whole community of staff and students, through computer networks.

This organisation operates in accordance with the continuous improvement process implemented within the EnvA, which aims to maintain and to develop excellence in education and research fields, as well as to establish its positioning locally, nationally and internationally.

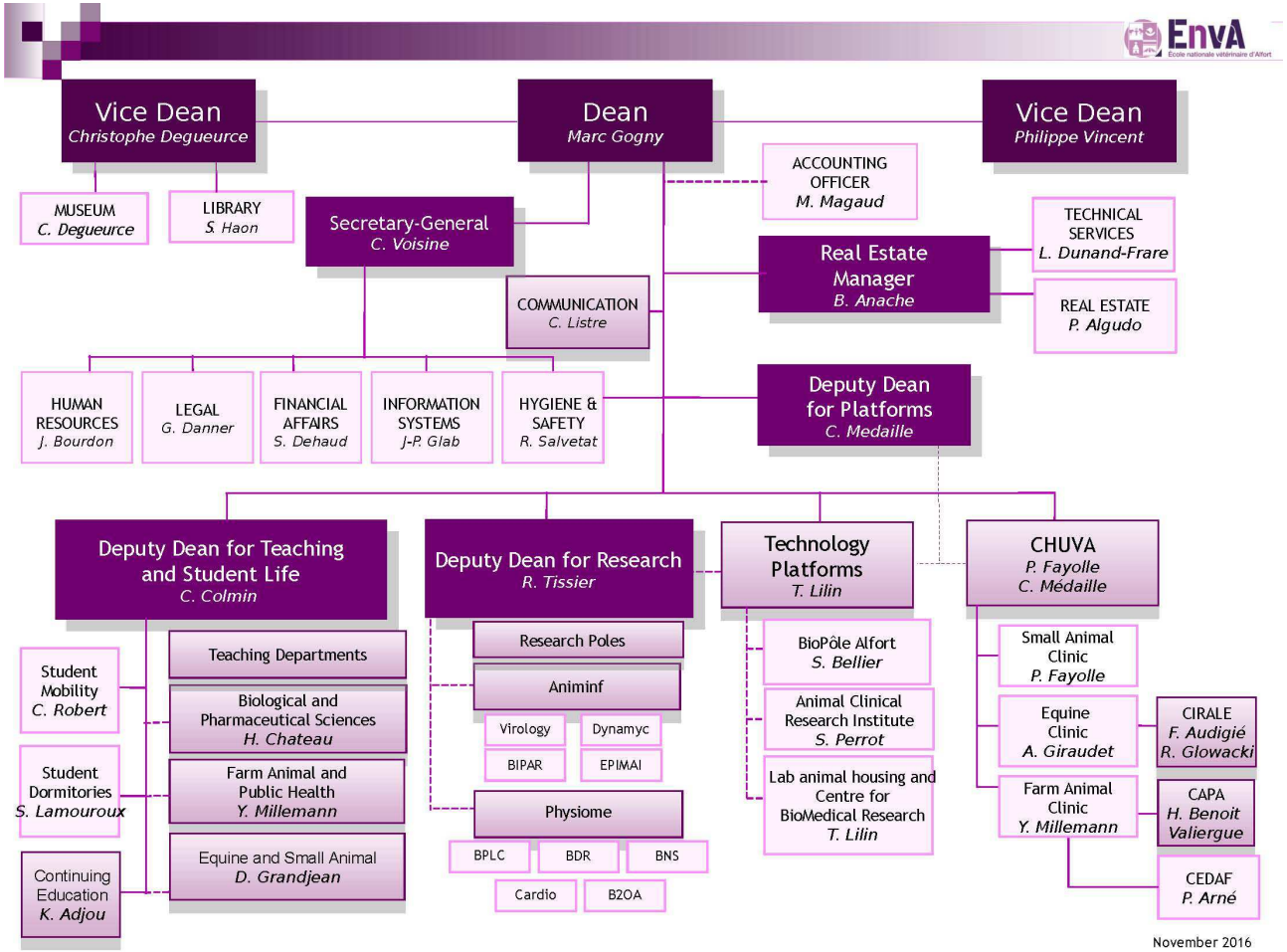
I would like to thank the whole of the EnvA's community and its partners, all those involved in this positive dynamic process, for their past and future commitment to the progress which will be made in continuous quality improvement.

Christophe Degueurce

Interim Dean

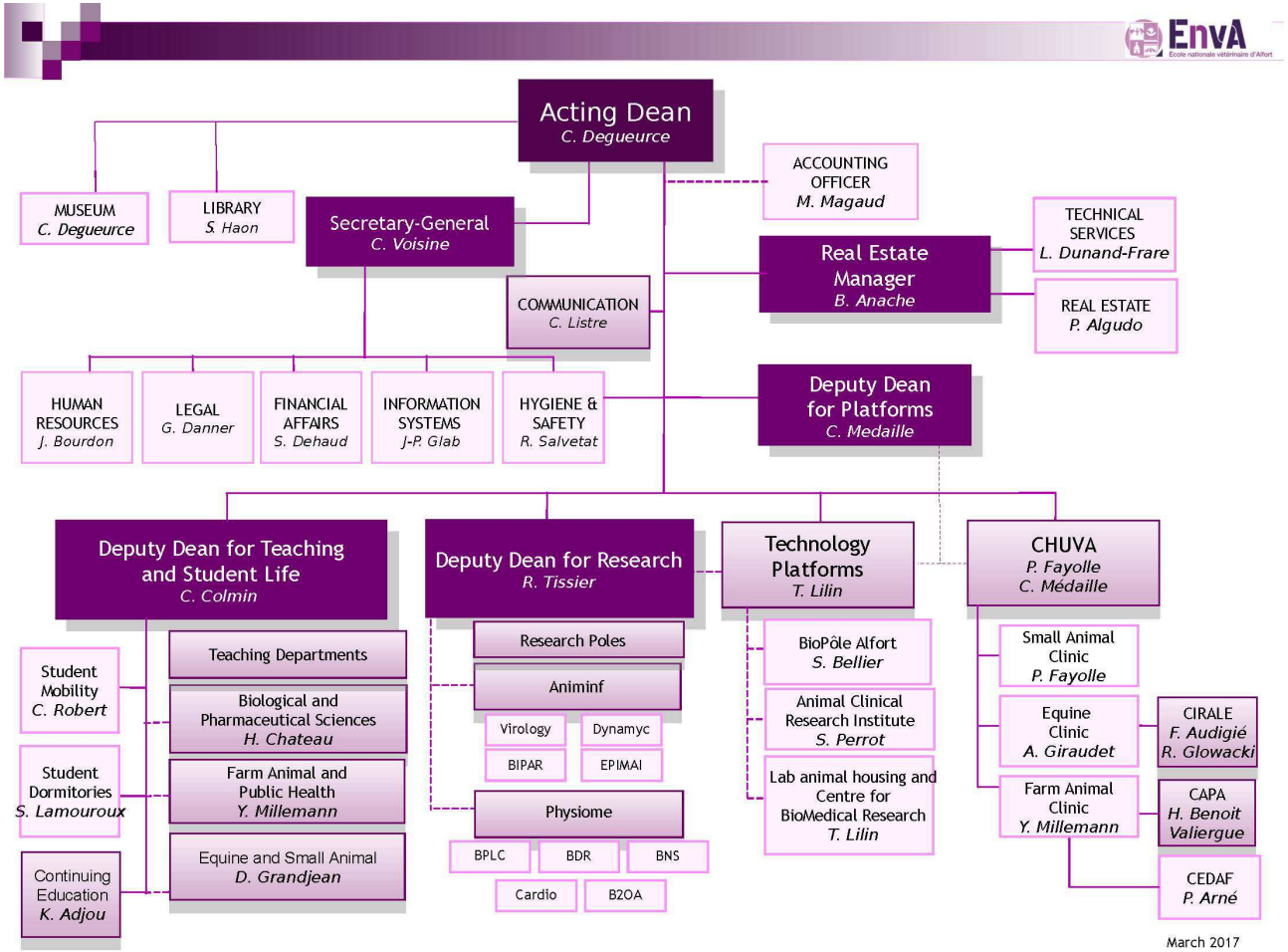
## Appendix 6 – Functional Flow Charts of the EnvA

The following Functional Flow Chart was effective until the 30th of November, 2016, when both the Dean and the two Vice-Deans were present. This Functional Flow Chart represents the conventional functioning of the EnvA.




Dark purple boxes: members of the Executive committee (including the Dean); grey-purple boxes: members of the Steering committee; plain lines: hierarchical relationship; dashed lines: functional relationships.

The following Functional Flow Chart is the current and transitional one, due to the recent departure of the former Dean and Vice-Dean.




Dark purple boxes: members of the Executive committee (including the Dean); grey-purple boxes: members of the Steering committee; plain lines: hierarchical relationship; dashed lines: functional relationships.