

VetCEE as an organization

Veterinary Continuous Education in Europe (VetCEE)

- Founded in 2014
- EAEVE (European Association of Establishments of Veterinary Education)
- EBVS (European Board of Veterinary Specialisation)
- FVE (Federation of Veterinarians of Europe)
- UEVP (Union of European Veterinary Practitioners)
- President: Prof. dr. Jimmy Saunders
 - Experts in Education Mark Bowen and Maria Kareskoski

The main purpose of VetCEE is to provide accreditation of national and international programmes for Continuous Veterinary Education (CVE) in Europe and to facilitate the recognition of Continuous Professional Development (CPD) between the various countries in Europe. Any kind of CVE/CPD courses, conferences, and events that VetCEE evaluates will be referred to as *courses* in this text.

The VetCEE mission in veterinary CE accreditation

The VetCEE mission is:

- to establish minimum standards for the evaluation of all kind of veterinary CPD designed for veterinarians, e.g. courses, congresses, modular programmes, workshops, etc.;
- to accredit any kind of veterinary CPD activity or e-learning material that fulfils the VetCEE quality requirements (high quality scientific content, free of bias, appropriate educational approach);
- to work in close collaboration with the Veterinary Statutory Bodies and Competent Authorities towards a harmonized approach for mutual recognition of competences and credits accumulated by the veterinarians through accredited CPD across Europe.

VetCEE only focuses on the assessment, evaluation and accreditation of post-graduate veterinary training. Awarding titles, registration of veterinarians and recording of their CPD remains under the responsibility of the National Competent Authorities and/or Veterinary Statutory Bodies. Nevertheless, VetCEE provides a common system of CPD credits and by accrediting veterinary CPD it encourages and facilitates mutual recognition of existing CPD all over Europe.

Course evaluation

Course applications submitted for accreditation are evaluated for their educational quality and ethical use of animals by VetCEE Experts in Education. The content of each course is evaluated by external evaluators from the particular field of expertise.

Evaluators

Recognized experts with specific competencies different fields of veterinary medicine must apply to become external evaluators for VetCEE (www.vetcee.eu/about-vetcee). The purpose of the external evaluation is to assess the relevance and quality of the content of the course. Evaluators will be contacted to evaluate applications for courses in their specific field of expertise.

Evaluators will be reimbursed for their work based on the scope of the application, at 42 euro per hour, with a minimum of 42 euro per application and according to a recommended time frame based on the number of credits of the course (1 hour for the first credit, 1 hr for each subsequent 2-10 credits).

The evaluation process

The course provider creates an account on the VetCEE website and submits an application (www.vetcee.eu/apply-for-vetcee-accreditation). The general educational quality and ethical use of animals of each course is evaluated by VetCEE Experts in Education, who then assign each application to one or two suitable external evaluators within the specific field of veterinary medicine.

The external evaluator assesses the content of the course using the evaluation form on the VetCEE evaluation portal, considering the minimum requirements described below. Based on this assessment, the evaluator will comment on the whether the course meets the minimum requirements for accreditation (see below), and accredit the course, ask for additional information or clarification, or deny accreditation. The evaluation is expected to be completed within three to four weeks.

Requirements regarding the content of an accredited course:

1. The content should be relevant and useful to the target audience.
The target audience for VetCEE courses consists of fully qualified veterinarians. A broader audience, including veterinary students and nurses or technicians, can be acceptable for certain types of events (eg. conferences).
2. The subject of the course, its learning outcomes and content correspond with the current needs of the particular field of expertise.
The course-specific target audience corresponds to the level of instruction and learning outcomes of the course. There is a defined need and purpose for organizing the course, with the content matching the needs and current qualifications or competencies of the target audience.

3. The content corresponds to current evidence-based practice in the particular field and is of high scientific quality.
4. The content corresponds to the intended learning outcomes.
 - Specific learning outcomes are not expected in applications for conferences or similar events.

Learning outcomes

The learning outcomes of accredited courses are defined based on the learning needs of the target audience. The teaching and learning activities correspond to the learning outcomes and assessment, and with the level of instruction (EQF level). The purpose of the course and the learning outcomes are consistently communicated to the participants, and the method of communication is described in the application.

In the application, the organizer describes the learning outcomes of the course, with approximately 5-10 learning outcomes for each ECTS credit. Individual lectures or other sessions have further, more specific, learning outcomes, but these are not described in detail in the application. For short courses, the learning outcomes are generally fewer than in larger programmes.

For short courses, less than 1 day in duration

- Learning outcomes can be brief and generalized for the entire period, session by session outcomes are not normally required. For example, the participants should be able to
 - explain the concepts of
 - apply the concepts of
 - undertake
 - confidently approach cases of

For 1-2 day long courses

- Learning outcomes can be provided for session by session or for the entire course (if covering a single subject).
- Learning outcomes must match the taxonomy of the learning level.

For multi-day courses with self-study material

- Session by session learning outcomes should be available
- Learning outcomes should be defined for the self-study material
- Learning outcomes must match the taxonomy of the learning level

For conferences

- Session titles should be descriptive
- The level of each session should be identifiable to participants where multiple streams run concurrently (eg. specialist, generalist, nurse)
- Congress committee members are responsible for ensuring that speakers understand the level and content of each session and for preventing un-planned duplication of content.
- Outcomes for attendance should be generalized for example
 - Be able to describe the latest best practice in the field (level 6)
 - Be able to describe the latest innovations in the field (level 7)
 - Be able to describe the latest science based advances in the field (level 8)

For modular courses

- Session by session learning outcomes should be available
- Learning outcomes must match the taxonomy of the learning level

5. The level of instruction should match the EQF levels of the target audience and purpose of the course.

European qualifications framework (EQF)

Details of the EQF can be found at [European Qualification Framework \(EQF\)](#). If content spans a variety of levels (e.g. a conference) the level indicates the typical content. If delivered at level 7 or 8 yet considerable content is at a lower level, this will not be appropriate to that level. Levels 7 and 8 in the EQF system correspond to courses directed toward veterinary graduates and specialists, respectively.

EQF levels

If content spans a variety of levels (eg. a conference) you should indicate the level of the typical content, not the highest level. Specialist conferences are delivered at level 8.

The level of credit should be one level higher than the existing qualification of delegates; veterinary surgeons have already completed a level 6 qualification, therefore their next achievement would be a level 7 qualification and courses should be aligned to that level.

Level 6 credits would be awarded to veterinary undergraduates or graduates of a non-veterinary degree (eg. Bachelors in veterinary nursing).

Level 7 credits would be awarded to courses aimed at veterinary surgeons working towards a 'middle tier' of post-graduate training.

Level 8 credits would be awarded to courses aimed at veterinary surgeons working towards specialist qualifications, eg. residents, or those who already have a specialist qualification.

6. The number of credits and teaching in the programme should be attainable within the time frame of the course. Teaching of the content at the level of the intended EGF level and learning outcomes is achievable within the time frame of the course.

Allocation of credits: Credits are awarded for every 25-30 hours of learning, as described by the [ECTS User's guide](#). This does not need to all be in person delivery and should include the content being prepared in self-study.

7. The qualifications and expertise of the course instructors are appropriate and sufficient for the level of instruction and the course content.
8. There is no conflict of interest with regard to the instructors or organizations involved in the course. The number of instructors is acceptable to meet the educational needs and to achieve the learning outcomes.
9. The course is free from undue commercial influence, advertising, or bias.

Events organized entirely by pharmaceutical or veterinary or medical equipment industry will not be considered for accreditation. Sponsorship can be accepted as unrestricted educational grants or support.



10. The course is conducted in compliance with all relevant ethical and legal requirements.

Feedback

After the event, the organizer will submit a report on feedback from the participants, and this report will also be sent the evaluators.

For further information, see the VetCEE standards or contact the VetCEE Experts in Education.