

Guidelines¹ for Submission of New Residency Programme Applications and Residency Annual Progress Reports

These guidelines are based on the ECVPH Bylaw on Residency Training (January 2018 version). The main aim is to facilitate and harmonise the residents' and Education committee's work and QA system regarding the submission and evaluation of new Standard and Alternative residency programmes, and annual progress reports.

1. New Residency programme applications

- Admission to the Residency programme is conditional upon fulfilling the main requirement that the Residency Programme can only start after having completed **at least one (1) year of internship** or other practical experience relevant to Veterinary Public Health after obtaining a veterinary degree, which must be approved by the proposed Residency Supervisor and the Education Committee. Some examples of VPH related internship can be a full time or a part time (but at least 60% of working time) activities in: a) academia and research institutes/laboratories (VPH research in PhD/MSc, teaching and further training (knowledge exchange)); b) government and industry (policy making, official controls, knowledge exchange); c) other relevant organisations conducting VPH activities. These activities can be conducted both at national and international level. Attendance to the online or part-time teaching courses cannot be considered as VPH "internship" or "practical experience".
- The Standard Residency Programme (SRP) is standardised and well defined as part of the application and approval of a recognised Residency Training Institute by the ECVPH. Even though each new submitted residency programme can be adapted to the training needs of the applicant, it should still largely follow (be closely aligned with) the approved SRP of the respective institutions. Therefore, when preparing their residency programme application, the applicant should seek Approved SRP from their Programme director/ Supervisor so that they can be closely followed and adapted if needed to accommodate to the applicant's specific circumstances. There can be only limited tailor-made provisions for individual applicants, mainly related to the activities on specific Research projects, Advanced subjects or Electives. If the availability of some course changes in the Approved Institutions' SRP, the appropriate replacement course should be identified by the Programme Director and the change indicated in the new submitted residency programme.
- The Alternative Residency Programme's (ARP) main feature is that the resident is not required to be supervised full-time by the Diplomate throughout the whole duration of the residency but will only spend 13 months (not necessarily continuously) of their training programme under full-time supervision by the Supervisor. Close supervision during a joint research project may count towards part of these 13 months, even if resident and supervisor are not working at the same location. **It is however encouraged that a part of the 13 months of**

¹ ECVPH Education Committee, April 2026

direct supervision is spent in the Supervisors' institution as a study stay/research internship.

- Article 5 of the ECVPH Bylaw on Programme Director and Resident supervisor states that: 'Each Residency Programme must be supervised by at least one certified Diplomate'. **We strongly recommend that, particularly in ARPs, two Residency Co-Supervisors are identified (one of which will be a "Primary Supervisor") so that each Residency Programme will be supervised by two certified Diplomates of which the Primary Supervisor must be from the sub-specialty chosen by the applicant.**
- Residency applicants (together with the supervisors) should thoroughly reflect on the different components of the programme before submitting their residency application to the College. This includes Part I and II, but also the advanced subjects, research projects and electives (Parts III, IV and V). All parts must be defined in advance and outlined in the proposed residency programme using the recommended Excel spreadsheet (residency programme template, which is the same as Resident Activity logbook) available from the ECVPH website. For example, it is not sufficient to state that the research projects will be defined during the residency at a later stage. Changes to the programme during the residency are still possible, but it is important to set up a plan at the beginning to facilitate evaluation of the programme by the Education Committee. This is particularly relevant for residents on the ARPs to ensure that they meet the research requirements of the Curriculum.
- Residency applicants should clearly and accurately complete their Residency Programme template and to indicate how many European Credit Transfer and Accumulation System (ECTS) points will be spent for each topic of the curriculum. It is commonly accepted that **1 ECTS corresponds to 25 hours of training**² (i.e. one week (37.5 hours) of work equals 1.5 ECTS). The ECTS points should be proportionally spread over the duration of residency training, i.e. the ECTS distribution per year should be balanced across the whole duration of the Programme. Residency applicants should indicate the activities that will be carried out against each topic of the curriculum providing clear reference to practical work, courses taken, scientific articles, book chapters, EFSA outputs, conferences attended, etc. General statements without further details such as "self-study of relevant materials" or "participation in a related conference" or topics of training courses/seminars without clarifying the role of the applicant as a trainer or trainee, are not deemed acceptable.
- The advanced subjects, research projects and electives (Parts III, IV and V) must be described in the residency programme template, and they can also be outlined in the application letter.
- **Pre-residency training:**
 - Pre-residency training activities contain elements related to VPH that have been attained by the residency applicant before the residency training started. Only activities which were **not** conducted as a part of an undergraduate veterinary education, and which were taken **within the last five years** before the application date can be listed in this part. The pre-residency

² European Commission (2015). "ECTS Users' Guide".

https://education.ec.europa.eu/sites/default/files/document-library-docs/ects-users-guide_en.pdf

training activities can only be considered for Part I and Part II of the Curriculum, and there should be a limit as to how much they could count towards a total of 105 ECTS. Article 3 of the Bylaw clearly states that the 75 ECTS related to Part III (20 ECTS), Part IV (35 ECTS) and Part V (ECTS 20) of the curriculum can only be obtained during the residency and not before. It is the role of the Education Committee (Article 3 of the Bylaw) to verify and approve the residency applicant's past training activities, and they are primarily meant to give an indication of the applicant's engagement with VPH during their past career. The pre-residency training should therefore be seen as a "visit card" to evaluate eligibility to enter the residency training. There should be a sufficient number of activities left in each topic to fulfil the residency programme within the three (or more) years of training. **For this reason, we recommend that the amount of ECTS that can be considered in the pre-residency part should not exceed one third of the required ECTS in any topic, which overall should not exceed one third of the 105 ECTS points in total (i.e. maximum of 35 ECTS). The pre-residency ECTS should be included only for a limited number of individual topics where applicants can demonstrate that they have considerable experience.** Therefore, the theoretical maximum of 35 ECTS can be considered only for those applicants that can provide evidence that they had pre-residency relevant experience in **all** required topics.

- According to the Bylaw, only activities taken, and publications published, **within the last five years** before the application date can be included in the pre-residency training part to count towards the pre-residency obtained ECTS. There is therefore no need to include activities that are more than five years past the starting date of the residency programme in the Residency programme template (these should be listed in the CV only).
- **Programme Part I and II:**
 - For courses planned during the residency programme, residency applicants would have to explain the content of and the ECTS gathered by the courses. A simple web-link to the course is not deemed enough. ECTS points should be outlined for each proposed course or any other activity in the separate spreadsheet tab in the provided residency programme template.
 - If a resident has reached the maximum number of ECTS for a topic of the Core part of the Curriculum, we suggest that any additional work on that topic be credited in subspecialty topics (Part II and III), or electives (part V), if and as applicable.
 - Residents are encouraged to **attend ECVPH annual conferences** as often as possible.
 - **Theoretical activities** may include (but are not limited to): attendance at journal clubs (in person or remotely); completion of courses/workshops/conferences to gain knowledge and skills; self-study.
 - **Practical activities:**
 - Some topics are linked to a **practical activity [P]**. A list of examples (not exhaustive nor exclusive) for practical activity per topic are given in Annex II of these guidelines.
 - Teaching activities at undergraduate/ postgraduate level can be counted as a practical activity where residents can demonstrate that the teaching they have delivered had a practical component.

- Attendance of taught courses (MSc, postgraduate diploma, PhD) that are listed as practical activity must contain practical aspects.
- **Advanced subjects (Part III):**
 - The Bylaw defines the Advanced Subjects as follows: two topics (modules) from the respective subspecialty and trained to an advanced level.
 - We envisage that the Advanced Subjects should include at least one of the points below:
 - A part of residents' research activities for which a publication is expected.
 - Training of a topic from different perspectives/ angles. For example, the topics should include the academic/research, regulatory, industrial (economic), and other relevant stakeholders' point of view.
 - It must not only include self-study and/ or taught courses.
 - These topics are likely to be used as the applicants' chosen topic for the oral exam.
- **Research (Part IV):**
 - Thirty-five (35) ECTS are allocated for research projects (very roughly one year of workload, or 12 weeks per residency training year). It is recommended that residents conduct research activities on a variety of research topics, if possible. One project could be a systematic review (see also topic B3 of the Core part of the Curriculum). For residents doing a PhD alongside the residency, it is recommended that **additional 1-2 small projects** (5 to 10 ECTS in total), apart from the PhD project, are undertaken. If no PhD training is taking place alongside the residency, the resident should undertake **at least 3-4 different projects**.
 - We strongly recommend that research projects are undertaken with the view of publishing the results in scientific-peer reviewed journals during or by the end of the residency training, so that they can be included in the list of publications to be presented to the ECVPH Credentials Committee at the end of the residency training. Having at least four publications (of which two in peer reviewed journals, and all not older than the five years before the residency application date) is a compulsory requirement to be eligible to sit the Examination.
- **Electives (Part V):**
 - Electives are topics from the other subspecialty (or Core part of the curriculum related to the other subspecialty) to which the resident should be exposed in addition to the elements listed in Part I and II of the training.
 - It can also cover one of these topics more in-depth. It is encouraged to take **at least 3-4 different elective topics**.
 - It can include and it is recommended to have externships in other institutions, but this is not compulsory.
 - Examples: internship at international organizations (FAO, WHO, WOAH, EFSA), research institutions or national competent authorities.

- **New programmes** are submitted twice a year, by 1st June and 1st December. As a minimum, the following electronic documents must be submitted for evaluation of the new residency programme:
 1. **An application form**, to include: name, Institution (for Standard programmes), residency start date, expected residency completion date, name of the Programme Director and Residency Supervisor(s), expected year of certifying examination, applicant's signature, PD and RS signature.
 2. **Letter of intent** by the applicant: short outline of the programme, relevant experience, motivations, plans, projects, etc.
 3. **Proposed programme** description: based on the Programme template (Excel template which will also be used as Resident Activity Logbook once the training starts). All course titles must be available or translated in English.
 4. **Curriculum Vitae** of the applicant: it must be concise (max 2 pages);
 5. A copy of the **Veterinary Diploma**;
 6. **Letter of support** from the Programme Director and Resident Supervisor(s): in which they confirm they are in good standing (certified); they support the applicant and confirm that the applicant is affiliated with the Approved Training Institution (only for Standard programmes); they confirm that the applicant has obtained 12-month Internship relevant to VPH (after obtaining a veterinary degree) and fulfils the residency admission requirements.
 7. **Proof of payment** of enrolment fee.
- **"Critical comments/deficiencies" in the residency programme application:**
 - When the reviewer is not confident overall that the residency applicant will be able to meet the requirements of the bylaw based on the proposed residency programme.
 - When projects, electives, advanced subjects are not defined.
 - When the ECTS points are not indicated in the required sections or are not correctly calculated.
 - When only pre-residency training ECTS points are considered in any topic of the curriculum or too many ECTS points are considered (see above).
 - When the activities and ECTS points are not equally distributed between the residency years.
 - When the reviewer feels that the activities and ECTS are not described in an appropriate way, which may lead to insufficient level of training.
- If critical comments are provided by the reviewer, the programme will be sent back to the Chair of the Education Committee and then to the applicant with detailed feedback for clarification and rectification.

- The applicants have two weeks to address critical comments, correct their submissions and resubmit to the Chair of the Education Committee. In exceptional cases this period can be extended upon justified request by the applicant. The Education Committee will endeavour to review the resubmission within two weeks.
- If the outcome of the review process is positive, the starting date of the residency training can be taken as the date of first submission. However, if there is a significant delay in the process of rectifying critical issues with the new programmes' submissions, due to an unjustified prolongation on the applicant's side, if the outcome of the whole review process is positive, the starting date will be taken as the first next cut-off date (e.g. 1 December or 1 June).

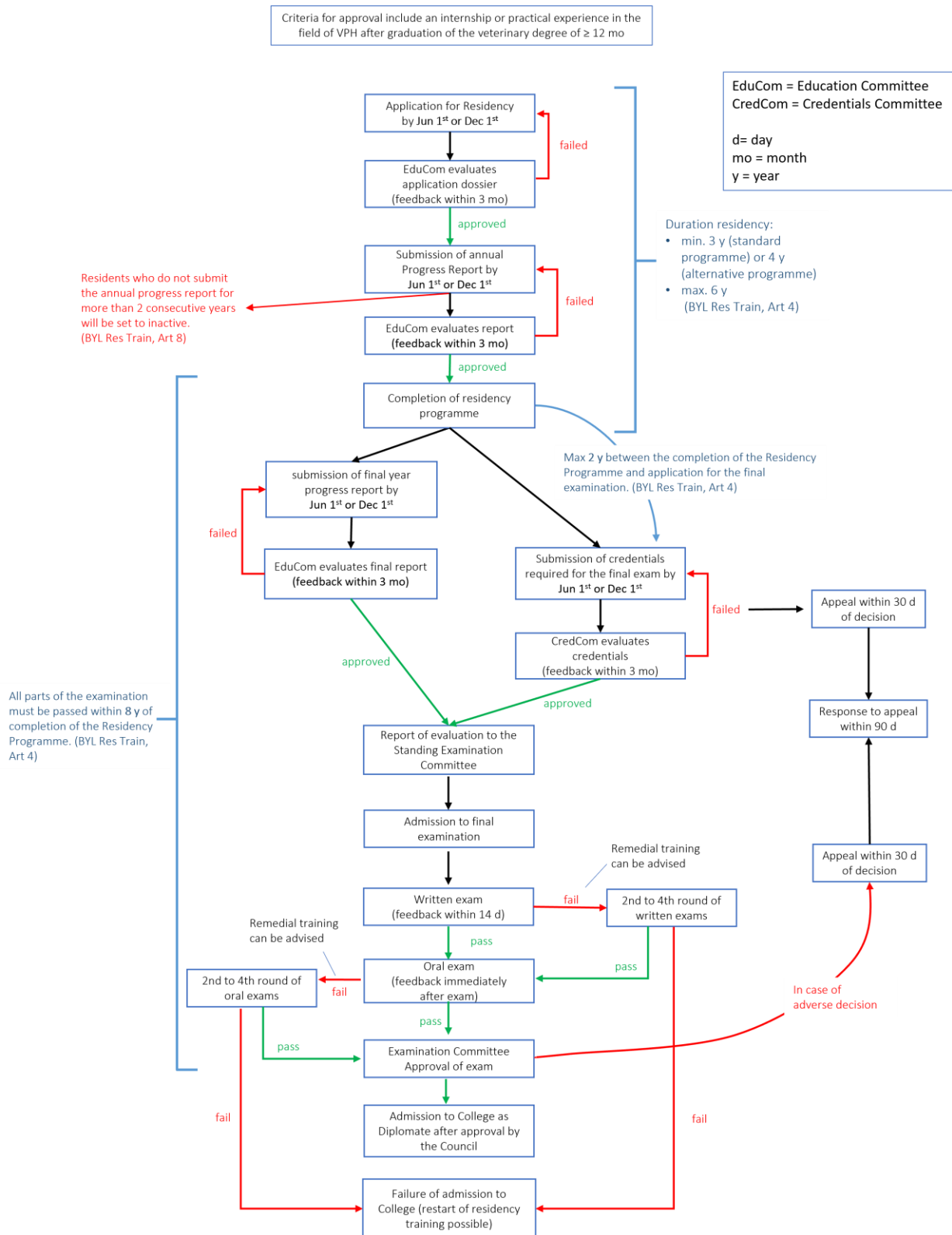
2. Annual progress reports, Resident Activity Logbook submissions

- As stated in the Bylaw on residency training, residents are responsible for: 1) Maintenance of the **Resident Activity Logbook**; and 2) Maintenance of the **Resident Dossier** (this comprises the whole **documentation** related to the residency training and **evidence** of conducted activities: Resident Activity Logbook, resident's outputs (presentations, publications, seminars and courses delivered and/or attended, congresses/conferences attended, documentation on external training, certificates, etc.).
- Residency annual progress report must be submitted once a year. As a minimum, the following electronic documents must be submitted for evaluation of the Resident's annual progress:
 1. an up-to-date **Resident Activity Logbook**;
 2. an **annual progress report** – this is a summary document of the activities conducted in the respective year, what was achieved and what was postponed, some reflection by the resident on the progress, and a plan for next year; and
 3. a **letter of support** from the Resident's Supervisor(s) acknowledging they have read and approved the annual progress report; that the conducted externships and study stays / external placements were supervised by appropriate and qualified person.
- The whole **Resident Dossier** is not needed when submitting progress reports but can be requested from the resident by the Education Committee if necessary.
- For the **Final Residency annual progress report** ("final year report"), beside the above listed electronic documents, the residents must clearly communicate in their progress report that this is considered their **final report**. A support letter should be signed by both programme director and residency supervisor(s) clearly stating that this is the final report and the training is considered complete in their opinion.
- Residents should clearly and accurately complete their Resident Activity Logbook and indicate how many European Credit Transfer and Accumulation System (ECTS) points are spent for each topic of the curriculum. It is commonly accepted that **1 ECTS corresponds to 25 hours of training** (i.e. one week (37.5 hours) of work equals 1.5 ECTS). ECTS should be clearly calculated and their repeated counting across different topics and activities is not

acceptable. Activities should be briefly outlined in the main tab of the logbook, and more details provided in the following related tabs (e.g. courses and conferences, self-study, workplace related activities, projects, publications, etc). General statements without further details such as “self-study of relevant materials” or “participation in a related conference” are not deemed acceptable. Residents should clearly indicate the activities carried out that have a **practical component**. In case of activities that are carried out outside an ECVPH accredited institution (e.g. industry, laboratory, or government placements, etc.), the resident should clearly state the name of the Diplomat of the ECVPH/EBVS supervising the resident on-site. In circumstances where no such Diplomat is available, the resident supervisor needs to ensure that the person supervising the resident on-site is qualified to do so.

- When completing the logbook, residents should avoid including more ECTS than it is required by the programme. Residents are however invited to report in the logbook all additional activities spent on each topic during their residency training, even after they have reached the required ECTS, to demonstrate active engagement in lifelong learning.

Annex I: ECVPH Residency Flow Chart



Annex II: Examples for the topics that require practical work [P]

PART I CORE CURRICULUM		
Topic	Key words	Ideas for practical work
A3 - Population medicine	Concept of population, principles of sampling, causation vs. association, measures of disease frequency such as prevalence and incidence, risk factors and confounding factors, statistical significance versus biological significance, measures of association, 2x2 table analysis, transmission models such as SIR, diagnostic validation, observational study designs	Research project* Practical teaching that includes these aspects Data analysis; surveillance and outbreak investigation reports
A4 - Food science	Food chain (from animal production to the final product on the shelf), food safety aspects of animal feeding, food production systems, food technology in relation to PH, food microbiology, food preservation, food matrix, biological and chemical hazards, carryover	Research projects*, e.g. in food science laboratories Attending taught courses (with practical activities); Activities as official veterinarian Practical teaching that includes these aspects
A5 - Food safety and control	Principles of food safety legislation on international and EU level, responsibility of food business and competent authorities, self-control and Food Safety Management Systems, food inspection, alternative approaches (equivalence), hurdle systems	Attending taught courses (with practical activities) Practical training in food inspections Practical teaching that includes these aspects Audit activities
A6 - Non-infectious hazards in food	Chemical residues and contaminants in the environment-feed-food chain, biotoxins	Laboratory testing of food/animal samples for chemical hazards; research projects focused on foodborne microbial toxins; risk assessment or systematic review
B1 - Biostatistics	Experimental study design, sampling, types of data (discrete, ordinal, continuous) and choice of appropriate statistical tests, estimation of population parameters, confidence intervals, principles of regression analysis	Attending taught courses (with practical activities) and application through research projects Hands-on dataset analysis
B2 - Information systems	Database development and management, scientific literature databases, early warning systems (e.g. Promed, RASFF), information management	Database search as a part of systematic review Internship at national competent authorities
B3 - Systematic review	Systematic review methodology, question framing, search frame, inclusion and exclusion criteria, publication bias, quality assessment, data collection, evidence synthesis, quantitative summaries (including basic principles of meta-analysis), EFSA guidance document on systematic review	Contribution to a systematic review/meta-analysis Data analysis, meta-analysis
B4 - Scientific communication and leadership	Scientific writing, scientific communication, presentation techniques, project management, basic skills in rhetoric, negotiation, management of interpersonal conflicts	Drafting manuscripts for publication Conference contributions Moderating stakeholder meetings

		Research project management Presentation to a wider community (knowledge exchange) Popular science publications
C2 - Science based policy making	Concepts and role of VPH in one health, eco-health, role of and output from international organisations in the area of food safety, food security, animal health, zoonoses (e.g. WTO, SPS-agreement, WHO, FAO, WOA, Codex Alimentarius, JECFA), precautionary principle, concepts & philosophy of EU legislation, independent scientific assessment (e.g. EFSA and its panels), interoperability and interdisciplinary cooperation, responsibility of the private sector and good practices in all stages of production and supply chains	Internships at international organizations (WHO, FAO, WOA, EFSA) Internship in (international department of) national veterinary authorities Policy development
C3 - Applied economics	General concepts for assessing costs and benefits of interventions related to VPH along the food chain, micro vs. macro-economy, disease burden measures (YLL, DALY, QUALY)	Attending taught courses (with practical activities) Data set analysis Research project related to this topic
C5 - Applied social sciences	Understanding stakeholders and consumer behaviour, communication with media, stakeholders, target-oriented communication (risk managers, media, the public, stakeholders), risk perception, dealing with expert opinion	Moderating stakeholder meetings Presentation to a wider community (knowledge exchange) Research projects including social science methods (e.g. surveys, participatory epi)
PART II POPULATION MEDICINE		
A1 - Experimental studies	Application case studies from different areas in VPH: research question/hypothesis, study types, study units, outcome, factors/covariates, randomisation, blocking, blinding, sources of bias, assumptions (e.g. independence of observations), data collection, pooled samples, time series data, data coding, data consistency, missing data, limits of detection, limits of quantification, parameter estimation, interpretation and communication of results, good practice guidelines for study conduct and study reporting	Designing and/or conducting a study Dataset analysis of experimental studies Attending taught courses (with practical activities) Practical teaching of the topic
A2 - Observational studies	Application case studies from different areas in VPH: research question/hypothesis, study types (e.g. randomised clinical trials, clinical epidemiology, case control, nested case control, cohort, cross-sectional, cross-over, intervention study), study units, outcome, factors/covariates, randomisation, blocking, blinding, sources of bias, assumptions (e.g. independence of observations), survival time data, data coding, data consistency, missing data, limits of detection, limits of quantification, parameter estimation, interpretation and communication of results, good practice guidelines for observational studies and validation studies (study conduct and study reporting)	Designing and/or conducting a study Dataset analysis of observational studies Attending taught courses (with practical activities) Practical teaching of the topic

A3 - Risk assessment methodology	Application case studies from different areas in VPH: risk question, scenario models, modular models, scope of models, qualitative vs. quantitative risk models, deterministic vs. stochastic (probabilistic) models, variability & uncertainty, deriving model parameters from data, model assumptions, default parameter values, model documentation, interpretation and communication of results under uncertainties	Performing a risk assessment or part of it Attending taught courses (with practical activities) Practical teaching of the topic
A4 - Mathematical models in PM	Application case studies (focus on PM): research or management question, conceptual model, modelling approaches, SIR, differential equations, models for transmission and spread and control of infectious agents	Research project* (development, adaption, use of a mathematical model) Attending taught courses (with practical activities)
B1 - Disease control	Concepts, principles and applications of disease control programmes, good hygiene practices in primary production, biosecurity, sanitation and disinfection procedures, programmes on regional, national and herd-level, control of vector-borne diseases, integrated control programmes, success monitoring, organisation and responsibilities, herd health programmes	Internship at national veterinary office Outbreak investigation (real or simulated) Research project* on disease surveillance and control Practical teaching of the topic
PART II FOOD SAFETY		
A2 - Detection of microorganisms in the food chain	Examination, diagnostics and monitoring of microbial contamination of food of animal origin or related to animals, bacterial, viral and parasitic aetiology, sampling, testing and VPH relevance of contamination in water systems and plants, classical food microbiology, relevance of and systems for typing methods, microbial ecology of foodborne pathogens and spoilage microorganisms	Laboratory testing of food/animal samples for biological hazard and spoilage microorganisms using conventional and molecular methods Data set analysis Practical teaching of the topic
B2 - Food safety risk analysis	Codex risk analysis principles and terminology, microbiological predictive modelling, ALOP principle, concept FSO, PC, PO	Attending taught courses (with practical activities) Practical teaching of the topic Research project* in predictive modelling
C1 - Food quality control	Good Practices for quality and safety management and control along the food chain (feed, pre-harvest, slaughter hygiene, postharvest), TQM, GMP, HACCP, relevant ISO Standards, auditing, meat quality attributes including biochemical and sensorial, basic aspects of meat biochemistry, factors affecting meat/milk/egg quality	AM and PM inspection in abattoirs FCI analysis Food industry audits, including farms Laboratory food testing for quality attributes Attending taught courses (with practical activities)
C2 - Food hygiene and technology	Basics of food technology in view of food quality, hygiene and safety, preservation techniques, packaging, modified atmosphere, curing, fermentation, heat treatment, irradiation, antimicrobial treatment, cold preservation, curing, fermentation, high pressure, other emerging food preservation and sanitation methods, post-mortem biochemistry and	Practical teaching of the topic Study stays in food industry Research project* in this area Attending taught courses (with practical activities)

	factors affecting meat quality characteristics, meat quality attributes including biochemical and sensorial	It is recommended that, out of 7 ECTS for this topic, the time effort spent on learning activities in processes and products in each food chain is: 2 ECTS red meat; 1 ECTS poultry and eggs; 2 ECTS dairy and cheese; 1 ECTS fish and seafood; 1 ECTS honey and novel foods
D3 - Mathematical models in Food safety	Application case studies (focus on FS): research or management question, conceptual model, predictive microbiology, shelf life, inactivation, dose-response models for hazard characterisation, compartmental models (toxicokinetics) (topics of D4 may be covered in other clusters such as B2)	Research project* (development, adaption, use of a mathematical model) Attending taught courses (with practical activities) Practical teaching of the topic

*Research project(s) related practical activities and obtained ECTSs in various topics in Parts I and II should be independent from the Part IV (Research) and not be double counted in the ECTSs allocated in Part IV