## Level 3: Recognised veterinary school

### Definitions and content

**Basic competencies:** means the minimum knowledge, skills, attitudes and aptitudes required for a veterinarian to be licenced by a Veterinary Statutory Body. This comprises **General Competencies**, as well as **Specific Competencies** that directly relate to the OIE mandate.

**General competencies:** means

* Basic Veterinary Sciences, which are normally taught early in the curriculum and are prerequisite to clinical studies;
* Clinical Veterinary Sciences, which provide the competencies necessary to diagnose, treat and prevent animal diseases; and
* Animal Production, which includes health management and economics of animal production.

**Specific competencies.**

Competency in: 2.1 Epidemiology, 2.2 Transboundary Animal Diseases, 2.3 Zoonosis (including Food Borne Diseases), 2.4 Emerging and Re-Emerging Diseases, 2.5 Disease Prevention and Control Programmes, 2.6 Basic Food Hygiene, 2.7 Veterinary Products, 2.8 Animal Welfare, 2.9 Vet Legislation and Ethics, 2.10 General Certification, 2.11 Communication Skills

**Advanced competencies.**

The Day 1 veterinary graduate has a general awareness of and appreciation for:

3.1 Organization of Vet Services, 3.2 Inspection and Certification Procedures, 3.3 Management of Contagious Diseases, 3.4 Advance Food Hygiene, 3.5 Risk Analysis, 3.6 Research, 3.7 International Trade Framework, 3.8 Administration and Management

#### Gondar-Ohio statements of competency

**Highly Competent:** The average new DVM graduate is very knowledgeable/skillful about the topic and is able to perform the task/activity without additional support or guidance.

**Moderately Competent:** The average new DVM graduate is knowledgeable/skillful about the topic and is able to perform this task/activity with some support or guidance.

**Insufficiently Competent:** The average new DVM graduate is aware of the topic but is unable to perform the task/activity without substantial assistance.

**Not Competent:** While this topic is covered in the DVM curriculum, the average new DVM graduate is unaware of the topic and is unable to perform this task without further training or education.

### Standards

For Level 2, there are 11 standards:

* Organisation, Finance, Admissions, Students & Resources,
* Curriculum, Assessment & Progression,
* Teaching facilities, Animal resources,
* Faculty & Staff, Research & CE, QA & Outcomes.

### Standard1 Organisation

#### Rationale

This standard ensures that institutional and school leadership, governance and administrative processes uphold the educational mission of the program.

#### Requirements

##### Recognised Institution

The school must be a major administrative division of a university or institute guaranteed by the Office of the Higher Education Commission.

The school and its veterinary program must have the same recognition, status and autonomy as the other professional schools and programs of the university.

The Dean, Head or Principal is able to obtain and direct sufficient resources for the veterinary program.

##### Veterinary professional and ethical oversight and mission

The Dean, Head or Principal must be a locally registered veterinarian.

The faculty member responsible for the professional, ethical and academic conduct of the school's clinical teaching hospital(s) must also be a locally registered veterinarian. Where a distributed teaching model is used for clinical education, a faculty member who is a locally registered veterinarian must have oversight of all clinical education provided.

The school must have a strategic plan and an operating plan that address its mission and goals, and must present evidence that these plans are being followed.

The school must explicitly state its intention to produce professional veterinarians with qualifications that meet the requirement for domestic registration and who have attained the Day One competencies of the OIE.

##### Organisational structure, accountability and stakeholder involvement

The school governance and management systems must support its educational aims

The school must be able to demonstrate that the management systems are effective and are understood by relevant stakeholders.

There must be adequate documentation for all committees and delegated authorities, of their composition, terms of reference, powers, reporting relationships, representation of relevant groups and decisions.

### Standard 2: Finance

#### Rationale

This standard ensures that the school is adequately financed to ensure that its teaching and learning activities are adequately resourced to uphold the program mission.

#### Requirements

Finances and financial management expertise must be demonstrably adequate to sustain the veterinary educational program and implement the veterinary school's mission.

The school and university must provide reasonable evidence that finances to sustain the veterinary program are secure for the next three years. This includes funds to enable effective recruitment, retention, remuneration, and development of faculty, administrators and support staff.

The school is able to acquire sufficient funds for the construction, acquisition, improvement and maintenance of buildings and equipment and other educational, clinical and research resources.

Clinical services, field services, and teaching hospitals function as instructional resources. Instructional integrity of clinical resources takes priority over income generation.

### Standard 3: Student Admission

#### Rationale

This standard ensures that processes relating to student selection and progression within the program are fair and transparent, communicated appropriately to future and current students, and provide reasonable assurance that appropriately invested students can successfully meet program requirements.

#### Requirements

##### Admission policy

The school must have a well-defined and officially stated admissions policy and a process that ensures the fair and consistent assessment of applicants.

The school must have an admissions committee, a majority of whom must be full-time faculty members, which determines the criteria for admission to the program, considers the applications for admission and makes recommendations regarding the students who are to be admitted.

The school must have effective policies for managing appeals against admissions decisions; and these must be transparent and publicly available.

##### Selection criteria

The selection criteria must be clearly defined, consistent, defensible and free of discrimination or bias (except where explicit affirmative action in favour of nominated equity and diversity groups is used).

Subjects for admission to a Bachelor’s qualification must include a broad education in science; those for admission to a post-Bachelor’s qualification must include those courses prerequisite to the professional program in veterinary medicine.

Clear processes must be in place to manage applications to provide credit for prior learning.

Academic performance criteria for admission must indicate reasonable potential for students’ successful completion of the professional curriculum

An accurate description of the admissions process and selection criteria must be published and be readily available to potential students.

##### Stability of student cohort

The school must be able to demonstrate that there are stable numbers of students entering program

The school must be able to demonstrate that student attrition is stable and at an acceptably low level

### Standard 4: Learning resources and student support

#### Rationale

This standard ensures that students are provided adequate material and educational support to meet program requirements, and that reasonable measures are in place to support their health and well-being within the program.

#### Requirements

##### Learning resources

Students and Faculty (staff) must have adequate, timely, access to information resources (including books, periodicals, electronic databases and internet-based), and have computer or mobile access to these resources on and off campus.

The library must comply with national HEA standards

Students must have access to sufficient and well-managed resources to support the development of cognitive and procedural skills including (but not limited to) models, mannequins, simulators, instructional media and other educational aids, educational design and teaching expertise.

Students must have unimpeded access to coursework materials through a well organised, comprehensive learning management system.

##### Student wellbeing

Learning support services must be provided that are appropriate to the needs of students at various levels of the program.

The school must have fair and transparent mechanisms for the care of students who become impaired, ill or disabled during the program

The school must provide students with counselling services, careers preparation, and fair and transparent processes for dealing with student harassment.

Effective mechanisms must be place for students to safely and openly convey their needs, wants and grievances to the School; and the school must be able to demonstrate appropriate responses to these.

### Standard 5: Curriculum

#### Rationale

This standard ensures that the program of study is rationally developed and managed, and that it provides sufficient opportunity for the development of cognitive and procedural skills required of the day one graduate. Teaching and learning strategies must be aligned, pedagogically sound, fair and transparent, and communicated appropriately to all stakeholders.

#### Requirements

##### Program structure

The program must extend over at least 5 years for a Bachelor’s degree or over at least 4 years for a post-Bachelor’s degree. If the high school science syllabus is inadequate to support students’ learning in the veterinary program, there must be an appropriate pre-veterinary course to cover such deficiencies.

Educational objectives of the curriculum must conform to the relevant national and veterinary regulations.

##### Program management

The school must have a formally-constituted committee (which includes student representation), with clear and empowered reporting lines, to manage the pedagogical basis, delivery, assessment and quality assurance of the curriculum.

The committee must ensure the curriculum design, content, teaching, learning and assessment are based on good educational practice.

The committee must ensure that student workloads (contact time, non-contact activities and assessment) are monitored, feasible and realistic.

All courses must be adequately provided with teachers, facilities, access to animals, learning resources and consumables.

Group sizes must be compatible with effective teaching and available resources.

The school must have effective mechanisms for monitoring and maintaining the quality of teaching.

The school must have effective procedures to ensure and develop the expertise of all teachers in tertiary teaching theory and practice.

Extramural placements, if used, must represent formally structured components (including relevant learning outcomes) of the veterinary program.

##### Program content

There must be learning outcomes for the program as a whole: which ensure that veterinary graduates are appropriately equipped to enter the veterinary profession; which address the OIE Day One competencies; and which are relevant, adequate and achievable.

The curriculum must be constructed to ensure that graduates demonstrate, at a level appropriate for entry-level veterinary practitioners:

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| **Domain** | **Coverage** | **Competence** |
| OIE Specific Day One Competencies | Adequate | Moderate |
| OIE Advanced Competencies | Limited | Basic |
| The ability to safely handle animals of the common domestic species; | Adequate | Moderate |
| The ability to recognise and advise on normal animal welfare, husbandry, production and management; | Comprehensive | Moderate |
| The ability to provide entry-level extension advice in animal health and husbandry; | Adequate | Moderate |
| Knowledge of the structure, function and homeostasis, pathophysiology and mechanisms of disease, and the natural history and clinical manifestations of important animal diseases. | Comprehensive | High |
| Entry-level skills in physical examination, patient care, medicine, surgery, therapeutics and anaesthesia, diagnostic imaging and laboratory diagnostic techniques and interpretation  | Comprehensive | Moderate |
| Entry level skills relating to disease prevention and management: epidemiology, preventative medicine, animal welfare, risk analysis, management of contagious and zoonotic disease (including food borne diseases), food safety and hygiene, management of the interrelationship of animals and the environment, transboundary animal diseases, new and emerging diseases;  | Comprehensive | Moderate |
| Entry level skills relating to regulatory frameworks and organisation of veterinary services: including communication, administrative and management skills, veterinary legislation and ethics, regulation of animals and animal products, inspection and certification procedures, international trade frameworks | Adequate | Moderate |
| Clinical, epidemiological, pathophysiological, biosecurity, surveillance and regulatory skills in the management of enzootic and exotic animal diseases of local, international and/or emerging importance. | Adequate | Moderate |
| Professional skills in communication, ethics, problem solving, evidence-based decision-making, data and information management, the financial basis of veterinary practice, and self-management. | Comprehensive | High  |
| Principles and application of research methods, critical appraisal of research findings and the application of research in veterinary medicine and animal health. | Adequate | Basic |
| Extramural study (EMS) placements in animal husbandry (farming) | (required) | Moderate |
| Extramural study (EMS) placements in food safety and hygiene (including abattoir placements)  | (required) | Basic |
| Extramural study (EMS) placements in clinical practice  | (required) | Moderate |

### Standard 6: Assessment and progression

#### Rationale

This standard ensures that assessment methods are rationally developed and well-managed; and that assessment is strategically aligned with day one competencies, teaching and learning strategies. Rules for progression must transparent and based upon performance against learning outcomes. Results of assessment must be tracked at student / course/ program levels, with remediation where required. Assessment is communicated appropriately to all stakeholders.

#### Requirements

##### Assessment activities

The assessment regime, including assessment policies, methods, standards and quality assurance, must ensure all graduates demonstrate competence in the broad range of professional and technical skills, knowledge and attributes required for admission to the veterinary profession.

Assessment tasks must align with course and subject learning objectives and learning activities.

Direct assessment of clinical skills (some of which may be on simulated patients) must form a significant component of the overall process of assessment in the clinical disciplines.

##### Management of assessment

There must be procedures to maximise the fairness, validity and reliability of assessment outcomes, including but not limited to, academic peer review of assessment content, proofing of scripts, supervision and invigilation, maintenance of records and moderation processes.

There must be appropriate processes to ensure each student is fairly treated.

There must be appropriate measures in place to ensure that grades awarded reflect an appropriate standard of performance by students against the relevant learning objectives.

##### Progression

Decisions on whether students can progress and ultimately graduate must be based on appropriate assessment of the competence required of a veterinary professional.

The basis for decisions on academic progression must be explicit and readily available to students (including individuals who experience a negative progression decision).

The process for exclusion of students should be explicit.

Policies for managing appeals against assessment outcomes and/or progression decisions must be transparent and publicly available

##### Remediation

The School must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately.

### Standard 7: Teaching Facilities standard

#### Rationale:

This standard ensures that the program has adequate physical infrastructure and equipment on-site or at appropriately contracted external locations to ensure program outcomes are achieved by all students.

#### Requirements

All aspects of the physical facilities must provide an environment conducive to learning.

The university has a clear strategy and program for maintaining and upgrading its buildings and equipment.

Teaching facilities must be well maintained.

##### Teaching facilities

All teaching facilities must comply with all relevant legislation including space allocations, health and safety, biosecurity, and animal care standards. Teaching rooms must have adequate AV equipment, seats of adequate comfort, good temperature control and good ventilation control

Lecture theatres, tutorial rooms and other teaching spaces are adequate in number and size relative to the class size and are equipped for the instructional purposes.

Teaching facilities for teaching practical animal skills are adequate in number and size relative to the class size, and equipped for the instructional purposes.

Practical and laboratory teaching spaces are provided for all courses within the program, including (but not limited to) anatomy, microbiology, pathology, clinical pathology and clinical skills.

The school must provide students with ready access to adequate study, recreation, locker and food services facilities.

Offices, teaching preparation and research laboratories must be sufficient for the needs of the academic and support staff.

Facilities must comply with all relevant legislation including health, safety, biosecurity and animal care standards.

##### Animal facilities

Livestock facilities, animal housing, and animal equipment must:

* Be appropriate for the species,
* Promote high standards of husbandry, welfare and management practices,
* Be compatible with students’ learning, including observation and handling of the species,
* Ensure relevant biosecurity and biocontainment standards.

##### Teaching hospital

The School must ensure students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: pharmacy, diagnostic imaging, anaesthesia, clinical pathology, surgeries and treatment facilities, ambulatory services and necropsy facilities.

Veterinary teaching hospitals (which may be on campus, off campus or privately owned) must be adequate in number, size and equipment for the instructional purposes intended and the number of students enrolled in the program; and must be clean and maintained in good repair

Veterinary teaching hospitals must comply with national regulatory/licencing requirements for operation. They must comply with regulations for minima of veterinary and support staff: which must in every case include at least two full time veterinarians.

Care or treatment of clinical cases must not occur in teaching spaces used for routine pre-clinical or necropsy instruction.

Appropriate isolation facilities must be provided in all core teaching hospitals to meet the need for the isolation and containment of animals with communicable diseases and operated to provide for animal care in accordance with current accepted methods for prevention of spread of infectious agents.

### Standard 8: Animal Resources

#### Rationale

This standard ensures that there are sufficient healthy and diseased animals, cadavers and teaching materials of animal origin to ensure that students are able to meet program objectives; and that all animals used in the teaching program are appropriately managed.

#### Requirements

The school must identify clinical skills consistent with Programme Objectives, including OIE Day One competencies and, and develop competency statements that define the level of achievement expected of graduates for entry level veterinary practice.

A sufficient number and variety of normal and diseased animals of the major species that pertain to the country (and other species required to achieve the school’s mission) are available for pre-clinical and clinical instruction. The caseload is of adequate quality, quantity and diversity, through intramural or external contracted placements, for high quality clinical instruction.

##### Animal resources

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| **Criterion** | **Minimum achievement** |
| **Teaching animals**  |
| Normal animals of the main domestic species must be available for instructional purposes.  | Students have regular access to live animals and cadavers of the main livestock and companion animal species  |
| Animals are available for the development of students’ competence in handling and knowledge of their husbandry, behaviour and production systems | Numbers are adequate to ensure the School meets stated course objectives and with a focus on local food production systems, public health, wildlife and one health initiatives; species present in small numbers locally or nationally might be taught in theory or by demonstration only |
| Livestock facilities, animal housing, and animal equipment must be appropriate for the species, promote best husbandry, welfare and management practices, and be of a high standard and be well maintained | Facilities are representative of best practice in the country concerned |
| Animal facilities must be compatible with students’ learning, including observation and handling of the species, | Safe access to animals, routine instruction in handling procedures |
| Animal facilities must ensure relevant biosecurity and biocontainment standards. | Student facing: hygiene, appropriate PPEAnimal facing: biosecurity arrangements that are at least compliant with national regulations |
| Effective mechanisms must be in place to maintain the welfare of animals used for student instruction | Monitoring of animal usage against agreed maxima. |
| **Public health and necropsy** |
| Cadavers and necropsy material | Numbers and species available are adequate to meet stated course objectives and reflect availability of species of local importance The ratio of necropsy cases to graduating students must be 1:≥4 |
| Material to develop expertise in food hygiene and veterinary public health | Available material is adequate to meet or exceed OIE expectations based on exposure to local and global production systems, human health systems, national and international regulatory frameworks, certification [etc] |
| Access to abattoirs | There is exposure to local abattoirs and premises processing food of animal origin, with consolidation of experiences in food hygiene and veterinary public health components of the curriculum |
| **Clinical caseload** |
| Hospitalised patients, outpatients, primary care patients, medical and surgical cases, nursing procedures | There is exposure to a sufficient number and diversity of hospitalised patients to meet stated course objectives and reflect availability of species of local importance; students are able to pursue limited electives with animals not available locally.The ratio of companion (small) animals to graduating students must be 1:≥30 |
| Field service/ambulatory clinic patients and herd health/production medicine cases in which there are multiple opportunities to obtain clinical experience under field conditions | There is exposure to a sufficient number and diversity of field service or ambulatory patients and herd health / production cases to ensure clinical competence under field conditions and the capacity to support local primary producers on farm.The ratio of livestock animals to graduating students must be 1:10Students have field exposure to herd health care programs that are relevant to local producers |
| The school provides access to herds or flocks of teaching animals of the main production animal species either through the university’s own facilities or through right-of-use arrangements at readily accessible premises | The school has provided sufficient access to a range of herds and flocks to support the development of expertise in the handling of species relevant to the course mission.The school ensures that students have competence in animal handling before commencing workplace learning and clinical work |

##### Clinical facilities

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| **Criterion** | **Minimum achievement** |
| Veterinary teaching hospital facilities are provided; either through on-campus hospital(s) or through formal affiliation with one or more off-campus veterinary hospitals  | Veterinary teaching hospitals provided for student learning meet or exceed local practice standards. Teaching hospital must also meet criteria in Standard 7. |
| Clinical instruction embodies depth, breadth, rigour, intellectual challenge and problem solving | Clinical instruction requires students’ active participation in diagnostic reasoning and problem solving whose focus is upon applications relevant to the course mission and local spheres of professional activity |
| Clinical instruction provides students with knowledge, skills, professional attributes and learning strategies to prepare them for entry level practice | Students are provided with knowledge, skills, professional attributes and learning strategies required for entry level practice locally/regionally |
| Students are actively involved in all aspects of case management, including client communication, medical records, diagnosis, treatment, financial and ethical aspects of practice. | Students are actively involved in all aspects of case management |
| Medical records are comprehensive and maintained in an effective retrieval system to efficiently support the teaching, research and service programs of the school. | Medical records are comprehensive. Students are instructed in the principles of keeping records, and actively participate in the routine entry of data into clinical records.  |
| External sites used for pre-clinical or clinical instruction provide students with educational standards that are compatible with those of the university; and that university standards for workplace safety, teaching, learning and assessment are maintained. | Placements at external sites are used are used to augment internal pre-clinical and/or clinical instruction. There are explicit LOs for such placements. Educational and workplace standards are compatible with those of the university and with local requirements |
| Clinical experiences at external sites provide access to subject matter experts and clinical resources at the appropriate level | Clinical instruction at external sites is provided general practitioners, supported by practitioners with species- or discipline- expertise |

### Standard 9. Teaching and support staff

#### Rationale

This standard ensures that there is sufficient teaching and support staff to achieve the program mission, and that such staff are appropriately qualified and resourced to achieve this outcome.

#### Requirements

The numbers and qualifications of faculty and support staff in each functional area are sufficient to deliver the educational program and fulfil the mission of the school.

There must be at least 1 faculty member for each 9 enrolled students.

Faculty must be appropriately qualified:

* At least 50% of faculty have a veterinary degree
* At least 40% of faculty have a PhD or equivalent
* Clinical faculty and other clinical teachers must be registered veterinarians

Clinical teaching staff have evidence of advanced standing within the profession including advanced training and active contributions to clinical research

There must be at least 1.0 support staff (FTE) per academic faculty FTE position.

Support staff must include:

* Sufficient and appropriately qualified technical staff to provide satisfactory support of all teaching and learning activities
* Sufficient and appropriately qualified administrative staff to provide satisfactory support of teaching activities and provide administrative support that complies with university and external requirements.

All staff who participate in teaching must display competence and effective teaching skills.

### Standard 10. Research and Continuing and Higher Degree Education

#### Rationale

This standard ensures that the school is contributing to the development of knowledge and expertise for the benefit of students, staff, graduates, the veterinary profession and the wider community

#### Requirements

The School must maintain quality research activities and scholarly productivity, consistent with the School’s mission and goals.

The School’s research activities must integrate with and strengthen the veterinary program and provide opportunities for student participation in ongoing research.

The School must be able to continuously provide advanced postgraduate degree programs

The School must be able to provide continuing education programs that are relevant to the needs of the profession and the community.

(see also Standard 5 for student participation in research)

### Standard 11: Quality Assurance and Outcomes Assessment

#### Rationale

This standard ensures that the school has robust and rational measures that provide qualitative and quantitative evidence of achievements related to each of the standards, and by which the school can measure the overall success of its activities against the program mission, its social responsibilities to the public, and appropriate external standards.

#### Requirements

##### Institution

The Institution must have mechanisms which demonstrate that institutional and educational objectives are being met.

The school must be able to demonstrate satisfactory employment rates of its graduates (within 1 and 5 years of graduation)

The school must be able to demonstrate evidence of stakeholders’ evaluations of the quality of its graduates

##### Program

There must be effective, on-going, internal quality assurance processes for management of the quality of instruction in the veterinary program must be in place

Effective processes are in place to ensure that the program is resourced at the level required for the delivery of the school’s mission/program learning outcomes

##### Student outcomes

Evidence must be provided that all veterinary graduates have (or for a new school, will have) achieved the level of competence required of an entry-level veterinarian, in terms of:

* Entry level clinical skills
* OIE Day One competencies
* Program learning outcomes

Direct observation to assess student competence in relevant skills must be used widely, supported by timely documentation and effective processes to ensure inadequate student performance is remediated before graduation.

The School must have mechanisms in place to monitor attrition and progression on an annual basis, and be able to identify and rectify problems (including selection criteria) as required.