



World Organisation  
for Animal Health  
Founded as OIE

(Draft)  
**SEA Veterinary School Accreditation Standards**

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## Collaborative workshop with OIE-VSB Twinning Program AVBC-VCT in 2020



OIE-VSBs Twinning Program:  
VCT and AVBC

VCT

AVBC

*The 30<sup>th</sup> ASWGL meeting, 22<sup>nd</sup> June, 2022, Myanmar*

### OBJECTIVES:

- I. Develop the capability of the VCT to fully discharge the responsibilities as a VSB
- II. Mentor the VCT the role of promoting the capabilities and aligning the operations of other VSBs within the ASEAN region

### Component 1:

Support VCT to become an effective and robust VSB

### Component 2:

Support development of the VCT in taking a leading role in development of a regional VSB network





**AVSBN**

ASEAN Veterinary Statutory Body Network



# RECOMMENDATIONS



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1 – The **AVSBN** could be considered as an **evaluation body** similarly to the AVBC to evaluate on behalf of national VSBs regarding **accreditation of national VEEs, specialist registration and qualifying examinations for foreign graduates.**

*The 30<sup>th</sup> ASWGL meeting, 22<sup>nd</sup> June, 2022, Myanmar*



# RECOMMENDATIONS



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2 – Curriculum and VEE must meet national standards to be eligible for AVSBN recognition.

3 – ASEAN veterinary mobility should be tied to VEE accreditation and the accreditation needs to be managed and harmonised across AMS to facilitate regional mobility.

4 – **ASEAN VEE accreditation standards** should be established to support improvements in ASEAN veterinary services, enhance the health of animals and the public, protect the safety of food, and promote mobility and trade.



# Ad Hoc Group on SEA Vet School Accr Standards

27 Aug, 1 Sept & 6 Sept 2021- 1<sup>st</sup> OIE Sub-regional Workshop on VEE Accreditation

7-8 December 2021 - OIE-SEAVSA Meeting of VEEs in South-East Asia – *Appointed Ad Hoc Gr—*

4<sup>th</sup> February 2022 – *1<sup>st</sup> Ad Hoc Group meeting* on ASEAN VEE Accreditation Standards

3<sup>rd</sup> June 2022 – *2<sup>nd</sup> Ad Hoc Group meeting* on ASEAN VEE Accreditation Standards

18-19 Oct 2022 – 2<sup>nd</sup> WOAHA Sub-regional Workshop on VEE Accreditation – *Draft SEA Vet School Accr Standards*

***16 March 2022 – 4<sup>th</sup> Ad Hoc Group meeting (Propose to finalize SEA Vet Accr Standards)***



# (Draft) SEA Veterinary School Accreditation Standards

<b>Standards</b>	<b>Progressive standards</b>
<b>1. Institution</b>	<b>Level 1: WOAHS D1C</b>
<b>2. Finance</b>	<b>Level 2: Developing VEE</b>
<b>3. Admissions</b>	<b>Level 3: Recognized VEE</b>
<b>4. Students and Resources</b>	<b>Level 4: Established VEE</b>
<b>5. Curriculum</b>	
<b>6. Assessment and Progression</b>	
<b>7. Teaching facilities</b>	
<b>8. Animal resources</b>	
<b>9. Faculty and support staff</b>	
<b>10. Research</b>	
<b>11. Quality assurance and outcome assessment</b>	



## Standard 1: Institution

### Recognised Institution

The VEE must be a major administrative division of a university or institute guaranteed or accredited by the national accrediting body.

The VEE 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 must be able to obtain and direct sufficient resources for the veterinary program.

### Veterinary professional and ethical oversight and mission

The Dean, Head or Principal or Vice Dean must be a locally registered veterinarian in the context of administration of the VEE.

The faculty member responsible for the professional, ethical and academic conduct of the school's clinical teaching hospital(s) must 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 VEE 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 VEE 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 WOA.

### Organisational structure, accountability and stakeholder involvement

The governance and management systems of the VEE must support its educational aims.

The VEE must be able to demonstrate that the management systems are effective.

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.

The organisational structure of the VEE must ensure that staff, students and key stakeholder groups have the opportunity to contribute to the school's direction and decision-making processes.

The VEE must have effective plans and processes in place for identification and removal of risks. It must provide evidence that it quickly and effectively manages concerns about, or risks to, the quality of any aspect of the veterinary program.

Criterion	Compliance		
<b>Recognised Institution</b>			
The VEE must be a major administrative division of a university or institute guaranteed by the domestic <a href="#">HFA</a> University and/or VEE must be licenced by HEA/Ministry of Agriculture before applying for accreditation.	Y <input type="checkbox"/>	MD <input type="checkbox"/>	N <input type="checkbox"/>
The VEE and its veterinary program have the same recognition, status and autonomy as the other professional schools and programs of the university.	Y <input type="checkbox"/>	MD <input type="checkbox"/>	N <input type="checkbox"/>
The Dean, Head or Principal is able to obtain and direct sufficient resources for the veterinary program.	Y <input type="checkbox"/>	MD <input type="checkbox"/>	N <input type="checkbox"/>
<b>Veterinary professional and ethical oversight and mission</b>			
The Dean, Head or Principal or Vice Dean must be a locally registered veterinarian in the context of administration of the VEE.	Y <input type="checkbox"/>	MD <input type="checkbox"/>	N <input type="checkbox"/>
The faculty member responsible for the professional, ethical and academic conduct of the school's clinical teaching hospital(s) is a locally registered veterinarian. Where a distributed teaching model is used for clinical education, a faculty member who is a locally registered veterinarian has oversight of all clinical education provided.	Y <input type="checkbox"/>	MD <input type="checkbox"/>	N <input type="checkbox"/>
The VEE has a strategic plan and an operating plan that address its mission and goals in place and are followed	Y <input type="checkbox"/>	MD <input type="checkbox"/>	N <input type="checkbox"/>
The VEE explicitly states 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 WOA	Y <input type="checkbox"/>	MD <input type="checkbox"/>	N <input type="checkbox"/>
<b>Organisational structure, accountability and stakeholder involvement</b>			
The governance and management systems support its educational aims	Y <input type="checkbox"/>	MD <input type="checkbox"/>	N <input type="checkbox"/>
The VEE must be able to demonstrate that the management systems are <a href="#">effective</a> .	Y <input type="checkbox"/>	MD <input type="checkbox"/>	N <input type="checkbox"/>
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.	Y <input type="checkbox"/>	MD <input type="checkbox"/>	N <input type="checkbox"/>
The organisational structure of the VEE must <a href="#">ensure</a> that staff, students and key stakeholder groups have the opportunity to contribute to the school's direction and decision making processes.	Y <input type="checkbox"/>	MD <input type="checkbox"/>	N <input type="checkbox"/>
The school has effective plans and processes in place for identification and removal of risks. Evidence is provided that the school quickly and effectively manages concerns about, or risks to, the quality of any aspect of the veterinary program.	Y <input type="checkbox"/>	MD <input type="checkbox"/>	N <input type="checkbox"/>
<b>Overall, can the college be said to be in compliance with Standard 1?</b>	Y <input type="checkbox"/>	MD <input type="checkbox"/>	N <input type="checkbox"/>





## Standard 2: Finance

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

The VEE and university must provide reasonable evidence that finances to sustain the veterinary program are secure for one cycle of the veterinary program. This includes funds to:

- Enable effective recruitment, retention, remuneration, and development of faculty, administrators and support staff.
- Enable innovation in education, research and other scholarly activities, and clinical practice
- Measure, record, analyse, document, and distribute assessment and evaluation activities
- Ensure an adequate quantity and quality of intramural clinical services.
- Ensure an adequate quantity and quality of extramural placement sites.

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

The ability of the VEE to deliver its veterinary program must not be adversely affected by any other degree programs that it provides.

Clinical services, field services, and teaching hospitals function as instructional resources.

Instructional integrity of clinical resources takes priority over income generation for clinical service operations.

Criterion	Compliance
Finances and financial management expertise must be demonstrably adequate to sustain the veterinary educational program and implement the veterinary VEE's mission.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The VEE and university provide reasonable evidence that finances to sustain the veterinary program are secure for one cycle of the veterinary program. This includes funds to:	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Enable effective recruitment, retention, remuneration, and development of faculty, administrators and support staff.</li> </ul>	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Enable innovation in education, research and other scholarly activities, and clinical practice</li> </ul>	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Measure, record, analyse, document, and distribute assessment and evaluation activities</li> </ul>	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Ensure an adequate quantity and quality of intramural clinical services.</li> </ul>	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Ensure an adequate quantity and quality of extramural placement sites.</li> </ul>	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The VEE must be able to acquire sufficient funds for the construction, acquisition, improvement and maintenance of buildings and equipment and other educational, clinical and research resources.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The ability of the school to deliver its veterinary program is not adversely affected by any other degree programs that it provides.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Clinical services, field services, and teaching hospitals function as instructional resources.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The instructional integrity of clinical resources takes priority over income generation for clinical service operations.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Overall, can the college be said to be in compliance with Standard 2?</b>	<b>YES MD NO</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



## Standard 3: Admissions

### Management

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

The VEE 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
- regularly reviews selection processes and attrition rate to ensure they are appropriate for students to successfully complete the program.

receives/provides adequate training (including periodic refresher training) for those involved in the selection process. The number of students admitted must be consistent with the physical, financial, teaching and animal resources available to the VEE.

### Selection criteria

The student selection criteria must be consistent with the mission of the VEE.

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).



Criterion	Compliance
<b>Management</b>	
The VEE must have a well-defined and officially stated admissions policy and a process that ensures a fair and consistent assessment of applicants.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The VEE must have an admissions committee, the majority of whom are full-time faculty members.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>The admissions committee</b>	
determines the criteria for admission to the program	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
considers the applications for admission and makes recommendations regarding the students who are to be admitted	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
regularly reviews selection processes and attrition <u>rate</u> to ensure they are appropriate for students to successfully complete the program.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
receives/provides adequate training (including periodic refresher training) for those involved in the selection process	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The number of students admitted must be consistent with the physical, financial, teaching and animal resources available to the VEE	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Selection Criteria</b>	
The student selection criteria must be consistent with the mission of the VEE.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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).	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Academic performance criteria indicate reasonable potential for successful completion of the professional curriculum	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Factors other than academic performance must be considered for admission criteria.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Clear processes must be in place to manage applications to provide credit for prior learning, and there are mechanisms for applicants who have higher qualification than high VEE graduation to be admitted directly into an appropriate stage of the program.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
For post-bachelor veterinary professional programs, the prerequisites for entry to the veterinary program provide foundational biological sciences upon which the professional education can be built.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> NA <input type="checkbox"/>
There must be clear policies and procedures as to how applicants with disabilities or illness will be considered and, if appropriate, accommodated.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Provision of information</b>	
An accurate description of the admissions process and selection criteria must be published and readily available to potential students.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Potential students must be advised of the demands of the veterinary course and requirements of veterinary registration boards for fitness to practise.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The school must have effective policies for managing appeals against admissions decisions; and these are transparent and publicly available.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Overall</b> can the school be said to comply with Standard 3?	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



## Standard 4: Learning resources and student support

### 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 domestic national accrediting body requirements, as appropriate.

Qualified professionals must support the library, learning and information resources of the VEE and contribute to the information literacy curriculum.

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.

VEE must conduct effective assessment to ensure that students have competence in animal handling before commencing workplace learning and clinical work.

Criterion	Compliance
<b>Learning resources</b>	
Students and Faculty (staff) 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.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The library must comply with domestic Higher Education Authority requirements, as appropriate.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Qualified professionals support the library, learning and information resources of the <u>School</u> and contribute to the information literacy curriculum.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Students 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.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Management of learning</b>	
Students must have unimpeded access to coursework materials through a well-organized, comprehensive learning management system.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The VEE must <u>fosters</u> innovation in pedagogy and development of learning resources, and evaluates the outcomes of innovation.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The VEE ensures all students are engaged and supported in developing their skills in accessing, evaluating and using diverse sources of veterinary information.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Student wellbeing. Students needs are met for</b>	
Students' physical, social, mental health and welfare needs must be met. This includes, but is not limited to, counselling services, careers preparation, service and advice, and fair and transparent processes for dealing with student harassment, illness, impairment and disability during the program.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Learning support services are provided that are appropriate to the needs to students at various levels of the program	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Reasonable provision must be provided for students with appropriately documented adverse circumstances and for disabled students; appropriate support must be available for students from nominated equity and diversity groups, consistent with all relevant disability, discrimination and/or human rights legislation. Provision of medical evidence for the disabilities and for its management is required.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Effective mechanisms must be in place for students to convey their needs, wants and grievances to the VEE; and the VEE must be able to demonstrate appropriate response and resolution of legitimate needs, wants and grievances →	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
There must be a mechanism by which s <u>tudents</u> can provide anonymous suggestions, comments and complaints regarding the VEE 's compliance with the accreditation standards, and these are reported annually.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Overall, can the college be said to be in compliance with Standard 4?</b>	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



## Standard 5: Curriculum

### 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.

The program must be at least 40%: clinical instruction time and at least one year of full-time study of clinical rotations.

Significant changes to program or course structure must be approved by the domestic approval process, and be ratified by local veterinary statutory body or equivalent.

The program as a whole must be reviewed at least every cycle of the program.

### Program contents

Pre-Veterinary courses must be provided (e.g. general education, which include social science, humanities, sciences, and mathematics) as required by the domestic Higher Education Commission.

The curriculum must be constructed to ensure that each and every graduates demonstrate:

- Day One competencies (which include the WOAH Day One competencies) appropriate to the needs of the national veterinary profession.
- The ability to safely handle animals of the common domestic species (including poultry and aquaculture where these species are of domestic importance);
- The ability to recognise and advise on normal animal welfare, husbandry, production and management;
- The ability to provide entry-level extension advice in animal health and husbandry;
- Knowledge of the structure, function and homeostasis, pathophysiology and mechanisms of disease, and the natural history and clinical manifestations of important animal diseases.



A system for assessment of teaching staff must be in operation. It must include student participation. Results must be available to those undertaking external reviews and commented upon in reports.	Y <input type="checkbox"/>	MD <input type="checkbox"/>	N <input type="checkbox"/>
All courses must be adequately provided with teachers, facilities, access to animals, learning resources and consumables	Y <input type="checkbox"/>	MD <input type="checkbox"/>	N <input type="checkbox"/>
Group sizes must be compatible with effective teaching	Y <input type="checkbox"/>	MD <input type="checkbox"/>	N <input type="checkbox"/>
<b>Program contents</b>			
Pre-Veterinary courses must be provided (e.g. in general education, which include social science, humanities, sciences, and mathematics) where and as required by the domestic Higher Education Commission.	Y <input type="checkbox"/>	MD <input type="checkbox"/>	N <input type="checkbox"/>
The curriculum must be constructed in manner to ensure that each and every graduates achieve			
Day One competencies (which include the WOAH Day One competencies) appropriate to the needs of the national veterinary profession.	Y <input type="checkbox"/>	MD <input type="checkbox"/>	N <input type="checkbox"/>
The ability to safely handle animals of the common domestic species (including poultry and aquaculture where these species are of domestic importance);	Y <input type="checkbox"/>	MD <input type="checkbox"/>	N <input type="checkbox"/>
The ability to recognise and advise on normal animal welfare, husbandry, production and management;	Y <input type="checkbox"/>	MD <input type="checkbox"/>	N <input type="checkbox"/>
The ability to provide entry-level extension advice in animal health and husbandry	Y <input type="checkbox"/>	MD <input type="checkbox"/>	N <input type="checkbox"/>
Knowledge of the structure, function and homeostasis, pathophysiology and mechanisms of disease, and the natural history and clinical manifestations of important animal diseases.	Y <input type="checkbox"/>	MD <input type="checkbox"/>	N <input type="checkbox"/>
Entry-level skills in physical examination, patient care, medicine, surgery, therapeutics and anaesthesia, diagnostic imaging and laboratory diagnostic techniques and interpretation, applicable to a broad range of individual and populations of animals of common species.	Y <input type="checkbox"/>	MD <input type="checkbox"/>	N <input type="checkbox"/>
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, principles of One Health;	Y <input type="checkbox"/>	MD <input type="checkbox"/>	N <input type="checkbox"/>
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	Y <input type="checkbox"/>	MD <input type="checkbox"/>	N <input type="checkbox"/>
Clinical, epidemiological, pathophysiological, biosecurity, surveillance and regulatory skills in management of enzootic and exotic animal diseases which are of local, international and/or emerging importance.	Y <input type="checkbox"/>	MD <input type="checkbox"/>	N <input type="checkbox"/>
Professional skills in communication, ethics, problem solving, critical thinking, evidence-based decision-making, data and information management, using relevant information technology, the financial basis of veterinary practice, and self-management	Y <input type="checkbox"/>	MD <input type="checkbox"/>	N <input type="checkbox"/>



## Standard 6 - Assessment and progression

### Management

There must be a clearly identified structure within the VEE showing lines of responsibility for the assessment strategy to ensure coherence and effectiveness of the overall assessment regime.

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

There must be processes for monitoring attrition rate to ensure the quality of admission and assessment procedures.

The basis for decisions on academic progression must be explicit and readily available to students.

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.

### Policy and Regulation

The assessment tasks, weighting and grading criteria for each unit of study in the program must be clearly identified, and available to students at the start of the semester.

Assessment load must be planned and managed to achieve appropriate workloads for students and staff.

Requirements to pass including the effect of barrier assessments must be explicit.

The VEE must have a process in place to review assessment outcomes and to change assessment strategies when required.

### Assessment methods and design

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 standards and quality assurance

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.

Standard 6: Assessment and progression	
Criterion	Compliance
<b>Management</b>	
There must be a clearly identified structure within the VEE showing lines of responsibility for the assessment strategy to ensure coherence and effectiveness of the overall assessment regime.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Decisions on whether students can progress and ultimately graduate must be based on appropriate assessment of the competence required of a veterinary professional.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
There must be processes for monitoring attrition rate to ensure the quality of admission and assessment procedures.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The basis for decisions on academic progression must be explicit and readily available to students.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The process for exclusion of students should be explicit.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Policy and regulations</b>	
The assessment tasks, weighting and grading criteria for each unit of study in the program must be clearly identified, and available to students at the start of the semester.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Assessment load must be planned and managed to achieve appropriate workloads for students and staff.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Requirements to pass including the effect of barrier assessments must be explicit.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The VEE must have a process in place to review assessment outcomes and to change assessment strategies when required.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Assessment methods and design</b>	
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.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the program and individual units of study.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Assessment tasks must align with course and subject learning objectives and learning activities.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
*Direct Assessment may include structured clinical assessments such as OSCE, and must include direct observation of students during their individual work with clinical cases	



## Standard 7: Teaching facilities

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

Teaching facilities must be well maintained.

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

### Animal facilities

Apparently healthy animals of the main domestic species must be available for instructional purposes. These may be provided by the VEE itself, or via arrangements with external providers.

Numbers of animals must be appropriate for the numbers of students enrolled in the program.

Whether provided by the VEE or by external providers, livestock facilities, animal housing, and animal equipment must:

- Be appropriate for the species,
- Promote best husbandry, welfare and management practices,
- Be compatible with students' learning, including observation and handling of the species,
- Be of a high standard and be well maintained,
- Ensure relevant biosecurity and biocontainment standards.

### Clinical facilities

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

VEE must provide ambulatory clinical service, for at least locally common livestock species.

The VEE 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, intensive/critical care, surgeries and treatment facilities, ambulatory services and necropsy facilities.

Veterinary teaching hospitals must have a sufficient number of veterinarians to provide continuity of clinical service, and comply with all other regulatory/licencing requirements for operation.



Criterion	Compliance
All aspects of the physical facilities must provide an environment conducive to learning.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Teaching facilities must be well maintained.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The university must have a clear strategy and program for maintaining and upgrading its buildings and equipment.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Premises in general</b>	
Lecture theatres, teaching laboratories, tutorial rooms and other teaching spaces must be adequate in number and size and equipped for the instructional purposes.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Practical and laboratory teaching spaces must be provided for all courses within the program, including (but not limited to) anatomy, microbiology, pathology, clinical pathology and clinical skills.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The VEE must provide students with ready access to adequate study, recreation, locker and food services facilities.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Offices, teaching preparation and research laboratories must be sufficient for the needs of the academic and support staff.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Facilities must comply with all relevant legislation including health, safety, biosecurity and animal care standards.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Animal facilities</b>	
Normal animals of the main domestic species must be available for instructional purposes within the VEE or via arrangements with external providers.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Numbers of animals must be appropriate for the numbers of students enrolled in the program.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Whether provided by the VEE or by external providers, livestock facilities, animal housing, and animal equipment must be:	
Appropriate for the species	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Consistent with best husbandry, welfare and management practices	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Compatible with students' learning, including observation and handling of the species	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Of a high standard and well maintained	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Consistent with relevant biosecurity and biocontainment standards	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Effective mechanisms must be in place to maintain the welfare of animals used for student instruction.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The VEE must be demonstrated that students are competent in animal handling relevant to workplace learning and clinical instruction before commencing these activities.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence must be provided of stable or contractual relationships with external providers.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Clinical facilities</b>	

## Standard 8: Animal resources

A sufficient number and variety of normal and diseased animals of the **common** species that pertain to the **relevant AMS** required to achieve the school's mission are available for pre-clinical and clinical instruction.

Animals used for practical teaching to develop students' competence in handling and knowledge of husbandry, behaviour and production systems must be sufficient in number and their use must follow the appropriate guidelines for the use of animals for teaching.

Appropriate access to exotic species and wildlife is provided

There must be an appropriate supply of cadavers and necropsy material for instructional purposes, and of material (including access to abattoirs) to develop expertise in food hygiene and veterinary public health.

The caseload must be of adequate quality, quantity and diversity, through intramural or external contracted placements, for high quality clinical instruction. These animals include:

- Hospitalised patients, outpatients, medical and surgical cases, nursing procedures
- Field service/ambulatory clinic patients and herd health/production medicine cases in which there are multiple opportunities to obtain clinical experience under field conditions

**VEE** must provide access to herds or flocks of teaching animals of the main **food producing animal species** either through the university's own facilities or through right-of-use arrangements at readily accessible premises



Criterion	Compliance
The VEE must have identified clinical skills consistent with <b>WOAH</b> Day One competencies and Programme Objectives, and developed competency statements that define the level of achievement expected of graduates for entry level veterinary practice.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
A sufficient number and variety of normal and diseased animals of the <b>common</b> species that pertain to the <b>relevant AMS</b> required to achieve the school's mission) are available for pre-clinical and clinical instruction.	
Animals for the development of students' competence in handling and knowledge of their husbandry, behaviour and production systems	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Cadavers and necropsy material	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Material to develop expertise in food hygiene and veterinary public health	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Access to abattoirs	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Hospitalised patients, outpatients, primary care patients, medical and surgical cases, nursing procedures	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Field service/ambulatory clinic patients and herd health/production medicine cases in which there are multiple opportunities to obtain clinical experience under field conditions	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Appropriate access to exotic species and wildlife is provided	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>VEE</b> must provide access to herds or flocks of teaching animals of the main <b>food producing</b> animal species either through the university's own facilities or through right-of-use arrangements at readily accessible premises	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>VEE</b> must conduct effective assessment to ensure that students have competence in animal handling before commencing workplace learning and clinical work.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Veterinary teaching hospital facilities must be provided; either through on-campus hospital(s) or through formal affiliation with one or more off-campus veterinary hospitals	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Clinical instruction must embody depth, breadth, rigour, intellectual challenge and problem solving	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Clinical instruction must provide students with knowledge, skills, professional attributes and learning strategies to prepare them for entry level practice	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Students must be actively involved in all aspects of case management, including client communication, medical records, diagnosis, treatment, financial and ethical aspects of practice.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Clinical teaching staff have evidence of advanced standing within the profession	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



## Standard 9: Faculty and support staff

### Numbers and qualifications of staff

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

There should be at least 1 faculty member for each 8 enrolled students, lessor ratio may be allowed according to the level of VEEs progression.

**Faculty must be appropriately qualified according to the level of VEEs progression: (\*Note for developing VEEs only; According to context, adjuncts, invited instructors, or part-time faculty may be fractional counted)**

- At least 75% of faculty who teach veterinary students must have veterinary degrees.
- At least 25% of faculty in schools that have been established for  $\geq 10$  and  $\leq 20$  years must have a PhD or equivalent.
- At least 40% of faculty in VEEs that have been established for  $>20$  years must have doctorates.
- Clinical teaching staff should have evidence of advanced standing within the profession including advanced clinical qualifications, extensive and current experience relevant to their discipline, and teaching expertise.

Clinical staff must be registered and able to provide evidence of appropriate continuing professional development, e.g. higher degrees, boards, passing the national licensure examination or accreditation or continuing professional development.

**Ratio of support staff person per academic faculty must complied to level of VEEs progression (fractional contribution of the staff outside VEEs may be counted according to context).** These 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.

### Staff management

Faculty must have a managed workload of teaching, research and service; and they must have reasonable opportunity and resources for participation in scholarly activities.

All appointments must offer the security and benefits necessary to maintain stability, morale, continuity, and competence of faculty and support staff.

**All staff who participate in teaching must display competence and effective teaching skills.** In this context 'staff' includes all including full- or part-time faculty, support staff, residents, interns and postgraduate students, adjuncts or off-campus contracted teachers.



Criterion	Compliance
<b>Numbers and qualifications of staff</b>	
The total number, qualifications and teaching skills of faculty and support staff are sufficient and appropriate to deliver the educational program and fulfil the VEE's mission.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
There should be at least 1 faculty member for each 8 enrolled students, lessor ratio may be allowed according to the level of VEEs progression.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Faculty must be appropriately qualified according to level of VEEs	
$\geq 75\%$ of faculty have veterinary degrees.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
At least 25% of faculty in VEEs that have been established for $\geq 10$ and $\leq 20$ years have a PhD or equivalent.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
At least 40% of faculty in VEEs that have been established for $>20$ years have doctorates.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Clinical teaching staff should have evidence of advanced standing within the profession including advanced clinical qualifications, extensive and current experience relevant to their discipline, and teaching expertise.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Clinical staff must be registered and able to provide evidence of appropriate continuing professional development, <u>e.g.</u> higher degrees, boards, or CPD.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Ratio of support staff person per academic faculty must complied to level of VEEs (fractional contribution of the staff outside VEEs may be counted according to context)</b>	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Sufficient and appropriately qualified technical staff to provide satisfactory support of all teaching and learning activities: a minimum of	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Sufficient and appropriately qualified administrative staff to provide satisfactory support of teaching activities and provide administrative support that complies with university and external requirements.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Staff management</b>	
Faculty have a managed workload of teaching, research and service; and reasonable opportunity and resources for participation in scholarly activities.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
All appointments offer the security and benefits necessary to maintain stability, morale, continuity, and competence of the faculty and support staff	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
All staff who participate in teaching display competence and effective teaching skills.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Well-defined and comprehensive program for the professional growth and development of all staff, including an effective program for staff development in tertiary teaching theory/practice. Formal appraisal and informal mentoring procedures, especially for junior staff.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Promotion criteria are clear and explicit, and place due emphasis on teaching, research, service and other scholarly activities.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Overall, can the college be said to be in compliance with Standard 9?</b>	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



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

The VEE must maintain substantial, quality research activities, and scholarly productivity, consistent with the VEE's mission and goals.

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

For established VEE, All students must receive training in the principles and application of research methods, critical appraisal of research findings and the application of research in veterinary medicine and animal health.

The VEE must be able to continuously provide advanced postgraduate degree programs. For established VEE, Research programs, facilities and expertise must be adequate for the level of student participation.

The VEE must be able to provide, accordingly to the level of VEE, continuing education programs that are relevant to the needs of the profession and the community.

Criterion	Compliance
<b>Research activity</b>	
The VEE maintains substantial, quality research activities, and scholarly productivity, consistent with the VEE's mission and goals	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	YES NO <input type="checkbox"/> <input type="checkbox"/>
Objective metrics indicate substantial, <u>high quality</u> level of faculty research activity, for example:	
Number of individual faculty members within each department involved in research (total research FTE)	YES NO <input type="checkbox"/> <input type="checkbox"/>
Number of publications in refereed scientific journals, book chapters, case-reports	YES NO <input type="checkbox"/> <input type="checkbox"/>
Regular participation and presentation of original research in scientific meetings, poster sessions, publication of abstracts	YES NO <input type="checkbox"/> <input type="checkbox"/>
Involvement in external research panels, commissions, and advisory or editorial boards	YES NO <input type="checkbox"/> <input type="checkbox"/>
Number and amount of competitive, extramural research funding	YES NO <input type="checkbox"/> <input type="checkbox"/>
National and international research awards received	YES NO <input type="checkbox"/> <input type="checkbox"/>
<b>Research –teaching nexus</b>	
The VEE's research activities must integrate with and strengthen the veterinary program and provide opportunities for student participation in ongoing research.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
DVM program learning objectives demonstrate emphasis on which of the following:	
Acquisition and evaluation of scientific literature	YES NO <input type="checkbox"/> <input type="checkbox"/>
Experimental and non-experimental research design	YES NO <input type="checkbox"/> <input type="checkbox"/>
Critical analysis of data	YES NO <input type="checkbox"/> <input type="checkbox"/>
Scientific writing.	YES NO <input type="checkbox"/> <input type="checkbox"/>
All students must receive training in the principles and application of research methods, critical appraisal of research findings and the application of research in veterinary medicine and animal health.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Students are trained in scientific method and research techniques relevant to evidence-based veterinary medicine.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Students have had opportunities to do which of the following:	
Write research proposals	YES NO <input type="checkbox"/> <input type="checkbox"/>
Submit manuscripts for publication	YES NO <input type="checkbox"/> <input type="checkbox"/>
Hands-on experience in bench, clinical, or field research	YES NO <input type="checkbox"/> <input type="checkbox"/>





## Standard 11: Quality Assurance and Outcomes Assessment

### 11.1 Institution Outcomes

The Institution must have mechanisms demonstrate that institutional and educational objectives are being met. The school must provide evidence that:

- its mission is being achieved;
- its strategic goals are appropriate;
- it is making progress towards achieving those goals.

### 11.2 Quality of instruction

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

### 11.3 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
- WOAH 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.

Graduate pass rates in national registration qualifying examination must exceed 85%.

If the school has yet to produce graduates, evidence must be presented to provide the national accredited body with reasonable assurance that the school's program outcomes will be achieved.

OIE Day 1 competencies	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Direct observation to assess student competence in relevant skills is used widely, supported by timely documentation and effective processes to ensure inadequate student performance is remediated before graduation	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
If the school has yet to produce graduates, there is evidence to provide the TVC with reasonable assurance that the school's program outcomes will be achieved.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <u>NA</u> <input type="checkbox"/>
The School has 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.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Overall, can the college be said to be in compliance with Standard 11?</b>	

# Progressive standards

Level	D1C	Standards	Faculty and support staff
1. WOAH D1C	✓ <b>Coverage/Competence</b> <u>Specific stds</u> - adequate > 4 topics/moderate competencies <u>Advanced stds</u> ; limited/not competent	4 standards Curriculum/Teaching facilities/Faculty & Staff/Animal resources	<ul style="list-style-type: none"> <li>- <b>Faculty-Staff enough to fulfil VEE mission</b></li> <li>- <b>At least 50% of faculty, including invited lecturers, adjunct professor and visiting professor, etc.-have a veterinary degree.</b></li> <li>- At least <b>10%</b> of faculty have a PhD or equivalent</li> <li>- Clinical faculty and other clinical teachers must be veterinarians</li> <li>- There must be support staff.</li> </ul>
2. Developing VEE	✓ <u>Specific stds</u> - adequate/moderate competencies <u>Advanced stds</u> ; limited/basic	10 standards, <i>not included Research</i>	<ul style="list-style-type: none"> <li>- <b>1:20</b></li> <li>- At least <b>50%</b> of faculty have a veterinary degree</li> <li>- At least <b>25%</b> of faculty have a PhD or equivalent</li> <li>- Clinical faculty and other clinical teachers must be registered veterinarians</li> <li>- at least 1.0 support staff (FTE) per 3 academic faculty FTE position</li> </ul>
3. Recognized VEE	✓ <u>Specific stds</u> - adequate/moderate competencies <u>Advanced stds</u> ; limited/basic	11 standards	<ul style="list-style-type: none"> <li>- <b>1:8</b></li> <li>- At least 50% of faculty have a veterinary degree</li> <li>- At least <b>30%</b> of faculty have a PhD or equivalent</li> <li>- Clinical faculty and other clinical teachers must be registered veterinarians</li> <li>- at least 1.0 support staff (FTE) per academic faculty FTE position</li> </ul>
4. Established VEE	✓ <u>Specific stds</u> - adequate/moderate competencies <u>Advanced stds</u> ; limited/basic	11 standards	<ul style="list-style-type: none"> <li>- Same as Level 4, but at least <b>40%</b> of faculty have a PhD or equivalent</li> </ul>



## *Acknowledgements:*

- AVBC – OIE VSB Twinning Program VCT-AVBC 2018-2020
- World Organization for Animal Health (WOAH)
- Department of Livestock and Development (DLD)
- SEAVSA
- AVSBN
- Veterinary Council of Thailand (VCT)
- All AMS, the members of AVSBN
- PAVMES:





World Organisation  
for Animal Health  
Founded as OIE

**Thank you for your attention**

