## Level 4: Established 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 4, 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 national Higher Education Authority.

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 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 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.

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

The school 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.

### 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 five years. 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 school 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 school 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.

### 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

##### Management

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
* regularly reviews selection processes 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 school

##### Selection criteria

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

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.

Academic performance criteria indicate reasonable potential for successful completion of the professional curriculum

Factors other than academic performance must be considered for admission criteria.

Clear processes must be in place to manage applications to provide credit for prior learning, and there must be mechanisms for applicants who have higher qualification than high school graduation to be admitted directly into an appropriate stage of the program.

For postgraduate veterinary professional programs, the prerequisites for entry to the veterinary program must provide foundational biological sciences upon which the professional education can be built.

There must be clear policies and procedures as to how applicants with disabilities or illness will be considered and, if appropriate, accommodated.

##### Provision of information

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

Potential students must be advised of the demands of the veterinary course and requirements of veterinary registration boards for fitness to practise.

##### Appeals

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

### 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

Qualified professionals must support the library, learning and information resources of the School 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.

##### Management of learning

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

The School must foster innovation in pedagogy and the development of learning resources, and evaluate the outcomes of innovation.

The School must ensure all students are engaged and supported in developing their skills in accessing, evaluating and using diverse sources of veterinary information.

##### Student wellbeing

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.

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

Reasonable accommodation 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.

Effective mechanisms must be place for students to convey their needs, wants and grievances to the School; and the school must be able to demonstrate appropriate response and resolution of legitimate needs, wants and grievances.

There must be a mechanism by which students can provide anonymous suggestions, comments and complaints regarding the School’s compliance with the accreditation standards, and these are reported annually.

### 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.

Significant changes to program or course structure must be notified to the Veterinary Authority before implementation.

The program as a whole must be reviewed at least every 7 years.

##### 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.

There must be sufficient flexibility in curriculum planning and management for the school to make timely revision in response to emerging issues.

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.

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 are relevant, adequate and achievable.

The program learning outcomes must provide a framework to ensure the effective constructive alignment of all content, teaching, learning and assessment activities of the degree program.

Each course must provide an explicit summary of the objectives, course contents, learning experience and assessment.

Program learning outcomes and course summaries must be regularly reviewed, updated and effectively communicated to faculty and students.

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

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

A system for assessment of teaching staff must be in operation and must include student participation. Results must be available to those undertaking external reviews and commented upon in reports.

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.

##### 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 | High |
| 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 | High |
| 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. | Comprehensive | Moderate |
| 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) | High |

##### Extramural placements

Extramural study (EMS) placements in animal husbandry (farming), food safety and hygiene (including abattoir placements) and clinical practice must be incorporated in the curriculum as integral, structured components of the veterinary program.

EMS systems must be well managed and an academic staff member must be responsible for overall supervision, placement liaison and communication.

Feedback on the performance of students is obtained from EMS providers.

### 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

##### Management

There must be a clearly identified structure within the school 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.

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 school 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 strategies must allow the school to certify student achievement of learning objectives at the level of the program and individual units of study.

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.

Assessment must inform student learning and students must receive constructive and timely feedback.

Methods of formative and summative assessment must comprise a variety of approaches.

##### 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.

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 must be based on appropriate assessment of the required broad range of professional and technical skills, knowledge, and attributes demanded of a professional

##### Remediation

Policies and procedures for dealing with poor academic performance and student disciplinary issues must be explicit.

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

#### 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

Normal animals of the main domestic species must be available for instructional purposes. These may be provided by the school 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 school 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.

Effective mechanisms must be in place to maintain the welfare of animals used for student instruction.

Schools must ensure that students are competent in animal handling relevant to workplace learning and clinical instruction before commencing these activities.

Evidence must be provided of stable or contractual relationships with external providers.

##### 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.

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

Veterinary teaching hospitals must have at least two full time veterinarians (Veterinary Sanatorium Act B.E. 2533) and comply with all other regulatory/licencing requirements for operation.

The school must ensure standards of these clinics are suitable for learning best veterinary practice, including through regular review and continuous improvement.

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

Operational policies and procedures (such as emergency procedures, first aid procedures, restrictions to access, environmental dangers, isolation procedures) must be current and posted as notices for staff, visitors and students.

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.

Distributed core clinical sites must provide dedicated learning spaces including adequate internet access. All aspects of the clinical facilities must provide an appropriate learning environment and ensure the safety of personnel and animals.

### 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 NS Day 1 competence statements WHICH demonstrably align with international benchmarks.

The school must develop clinical 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 meet or exceed international benchmarks and students are able to demonstrate proficiency in handling of companion animals, including horses; large ruminants; small ruminants (sheep, goats); poultry; pigs; camelids; aquaculture species; laboratory animals; pocket pets; exotic pets (including reptiles, birds, mammals and aquarium species); and wildlife |
| 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:≥8 |
| Material to develop expertise in food hygiene and veterinary public health | Available material is adequate to meet or exceed international benchmarks including exposure to multiple local, regional and global production systems, human health systems, national and international regulatory frameworks, certification [etc] |
| Access to abattoirs | There is exposure to local abattoirs with reflection of learning experiences to animal handling, welfare and production systems, and 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, including primary accession and referral cases, to meet or exceed international benchmarks; students are able to pursue additional experience with species of personal interest.The ratio of companion (small) animals to graduating students must be 1:≥50 |
| 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 1:20Students have broad 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.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 international best practice standards Teaching hospitals 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 relevant to local, regional and international concerns |
| 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 to a standard recognised as eligible for registration to practice internationally |
| 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, including client communication, medical records, diagnosis, treatment, financial and ethical aspects of practice. |
| 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 must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching, research and service programs of the school. Students are instructed in the principles of keeping records, and actively participate in the routine entry of data into, and retrieval of data from, 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 international best practice |
| 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 clinicians who are species- or discipline- experts |

### 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

##### Numbers and qualifications of staff

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 staff must be registered and able to provide evidence of appropriate continuing professional development.

Clinical teaching staff must have evidence of advanced standing within the profession including advanced training, clinical specialist qualifications and active contribution at national and international levels to clinical research and the training of specialists in their own discipline

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.

##### Staff management

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

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.

There must be a well-defined and comprehensive program for the professional growth and development of all staff, and an effective program for staff development in tertiary teaching theory and practice. There must be formal appraisal and informal mentoring procedures, especially for junior staff.

Promotion criteria must be clear and explicit, with due emphasis on teaching, research, service and other scholarly activities. Evidence for teaching competence must be one of the key criteria for promotion of teaching staff.

### 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 substantial, 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.

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 (see also Standard 5)

Research programs, facilities and expertise must be adequate for the level of student participation.

The School must be able to continuously provide advanced postgraduate degree programs, internships and continuing education programs that complement the veterinary program and are relevant to the needs of the profession and the community.

The university or institute also must be a member of Research University Networks, a requirement of the Office of the Higher Education Commission or Office for National Education Standards and Quality Assessment (Public Organization).

### 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 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.

Evidence, in the form of data from (*amongst others*) surveys, interviews, focus groups, self-assessments, observation and evaluation of student competencies should be gathered from:

* Internal stakeholders (faculty, staff, students)
* Graduates and alumni
* Employers of veterinary graduates
* The wider veterinary profession

And should include

* 5 year trends in employment rates one year after graduation.
* Employers’ evaluation of educational preparedness and employment satisfaction

These data must be routinely gathered and analysed, declining trends recognised, and credible plans for timely remediation provided. The school must be able to demonstrate implementation of change on the basis of such reviews.

Outcomes of the review processes must be communicated to all relevant stakeholders.

##### 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

The Institution must maintain current external quality assurance approval from the relevant HEA and Veterinary Authority

##### 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.

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

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.