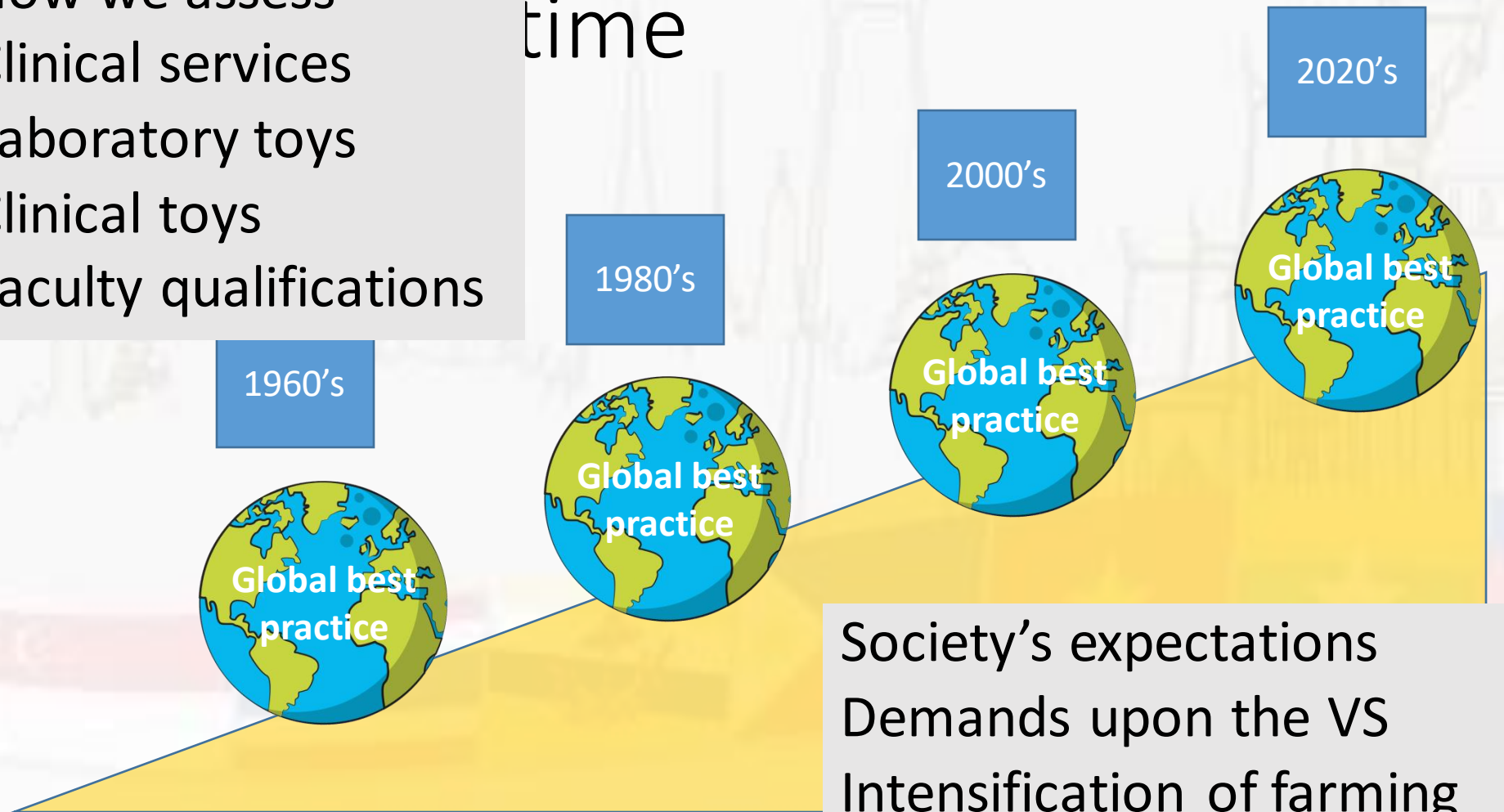




Accreditation and graduate competency: a program for continuous improvement of VEEs

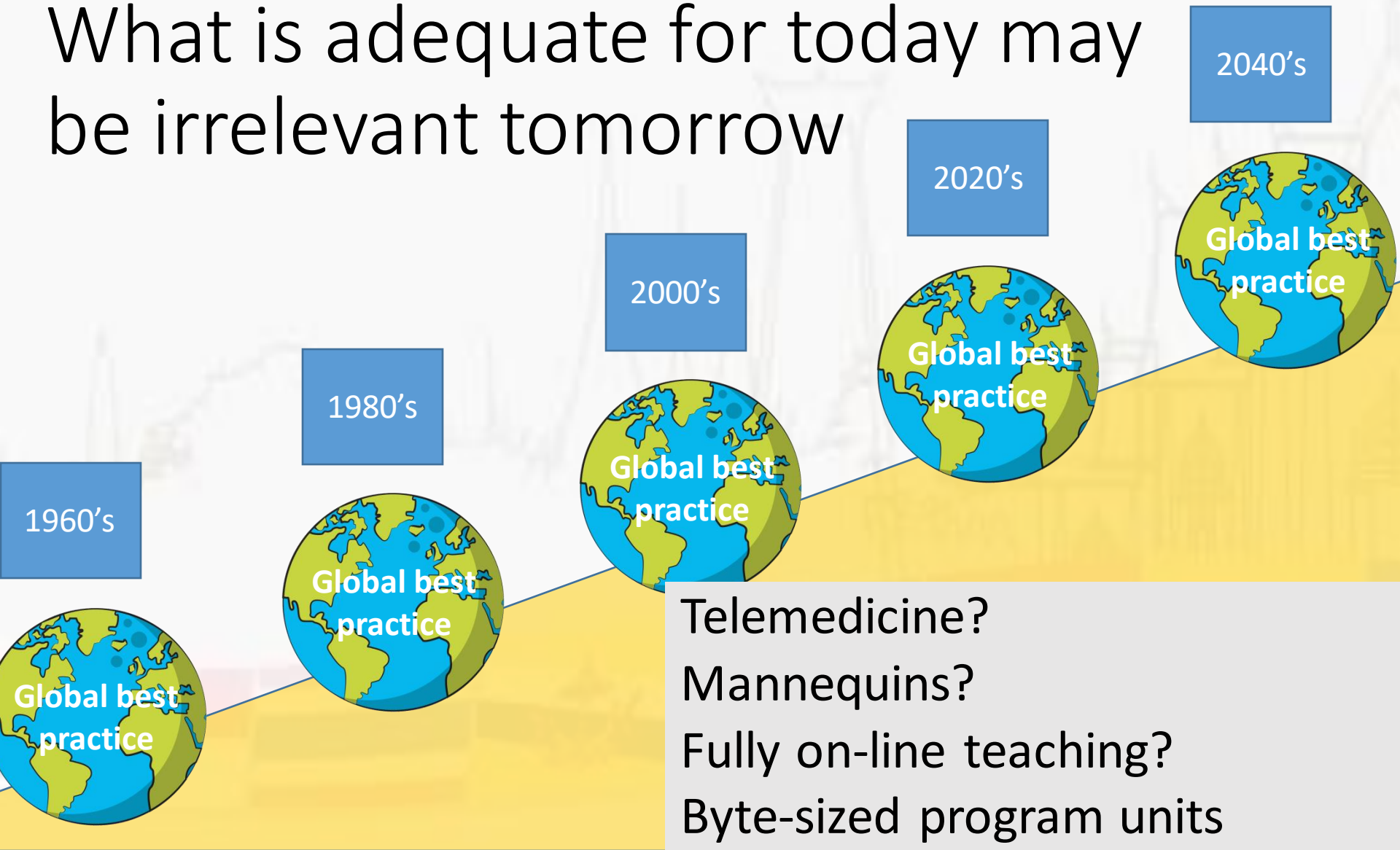
Tim Parkinson

How we teach Curriculum contents How we assess Clinical services Laboratory toys Clinical toys Faculty qualifications of VEEs' programs time



Society's expectations
Demands upon the VS
Intensification of farming
New domestic species
Newer and newer diseases

What is adequate for today may be irrelevant tomorrow



Telemedicine?
Mannequins?
Fully on-line teaching?
Byte-sized program units
Assessment by observation?
And who-knows-what...?

§ So the standards that were appropriate for the 1990s are not good enough for the 2020s...

... and won't be good enough for the 2040's

to evolve

2040's

2020's



1980's



Maybe even the idea of “standards” will be out-of-date by the 2040's...
... accreditation solely on outcomes?
... accreditation of graduates, not of institutions?
... auditing of micro-credentials?

And the development of the economy of each AMS will affect expectations of vets

2040's

2020's

2000's

Changes due to growth of
members' individual economies

Changes due to increasing regional expectations



So standards must remain fit for purpose too....

2020's

1980's



So accreditation has to change to ensure that qualifications and institutions remain 'fit for purpose'



How to ensure that accreditation
does change to ensure that its
evaluations are 'fit for purpose'
for end users?





Accreditation has to establish that an irreducible minimum standard (i.e. OIE D1Cs) is met

Accreditation should also establish that minimum standards for the ASEAN group are being met

As well as for national needs of AMS

BUT

These standards are not fossils...

.... As requirements of the global economy grow

.... As economies of each AMS grows

.... As societal expectations change...

So the accreditation standards will have to change too