

Overview of Standards

1. Organisation
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6. Assessment and progression
7. Teaching facilities
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10. Research, higher and continuing education
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Standard	Rationale	Sources of evidence
1. Organisation	This standards ensures that institutional and VEE leadership, governance and administrative processes uphold the educational mission of the program.	<i>Inputs / evidence</i> • Diagrams of organisational structure • Committee structure, terms of reference, communication channels • VEE annual report <i>Outcomes</i> • Minutes, effective committee function, efficient change management • Representation in university councils • Achievement of outcomes related to other standards
2. Finance	This standard ensures that the VEE is adequately financed to ensure that its teaching and learning activities are adequately resourced to uphold the program mission.	<i>Inputs / evidence</i> • Data on income / expenditure over time • VEE budget <i>Outcomes</i> • Achievement of outcomes related to other standards (e.g., sufficient and well-maintained teaching facilities and equipment, appropriate staff numbers and workload)
3. Student admission	This standard ensures that processes relating to student selection and progression within the program are fair and transparent, communicated appropriately to future and current	<i>Inputs / evidence</i> • Admission policy / criteria / processes clearly articulated and accessible to prospective students • Course (subject) requirements clearly communicated to students • Data on student attrition / progress • Student feedback (optional: include non-selected)

	students, and provide reasonable assurance that appropriately invested students can successfully meet program requirements.	• Staff feedback, student performance <i>Outcomes</i> • Stable numbers of students entering program • Student attrition stable and at an acceptably low level • Student performance is consistent and appropriate • Graduate competence
4. Learning resources and student support	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.	<i>Inputs / evidence</i> • Documentation and inspection of available learning resources • Documentation of student support services • Financial support / scholarships • Policies and procedures for reasonable accommodation of student adversity or disability • Staff / student feedback on available resources and support <i>Outcomes</i> • Students able to progress within course • Acceptable student health and well being • Appropriate support of disability and equity groups
5. Curriculum	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.	<i>Inputs / evidence</i> • Syllabus / content map, appropriate course duration • Ratios of didactic : practical : clinical teaching activities • Processes for curriculum mapping and alignment • Minutes of curriculum committee meetings • Staff / student feedback • Changes made in response to feedback • Examples of teaching material • Compliance with national requirements for subject delivery <i>Outcomes</i> • Curriculum is consistent with program mission, efficiently and effectively delivered • Acceptable workload for students and staff • Teaching and learning strategies support appropriate student progression • Graduates meet program outcomes and function effectively within the profession
6. Assessment and progression	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	<i>Inputs / evidence</i> • Summative and formative assessment blueprint for course / year/ program • Minutes of examiners' committee meetings • Examples of assessed work • Acceptable student / faculty workload for assessment tasks

	strategies. Rules for progression must be 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.	• Assessment method appropriate to domain of learning • High proportion of directly observation in the assessment of clinical competency • Changes made in response to student / faculty feedback • Compliance with national requirements for assessment • <i>Outcomes</i> • Assessment is consistent with program mission, efficiently and effectively delivered • Acceptable workload for students and staff • Assessment is demonstrably valid, effective, fair and transparent • Assessment is effective in identifying students who are, or are not, ready for progression • Graduates are able to meet program outcomes and function effectively within the profession
7. Teaching facilities	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.	<i>Inputs / evidence</i> • Inspection of facilities • Lists of available equipment for didactic, practical and clinical teaching • Compliance with ratios related to available teaching space • Staff / student feedback • Occupational health and safety <i>Outcomes</i> • Facilities and equipment are sufficient to ensure that students develop appropriate cognitive, practical and professional skills • Facilities are sufficient to enable VEE to achieve program mission • Facilities ensure the health and wellbeing of staff, students, public and animals used for teaching
8. Animal resources	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.	<i>Inputs / evidence</i> • Inspection of facilities • Compliance with ratios relating to number and species composition of animals available for practical and clinical teaching • Ethical declaration • Staff / student feedback • <i>Outcomes</i> • Students / graduates able to demonstrate competency in animal handling skills • Students / graduates able to demonstrate competency in clinical skills • Animals used for teaching are appropriately housed and managed
9. Teaching and support staff	This standard ensures that there is sufficient teaching and support staff to achieve the program mission, and that	<i>Inputs / evidence</i> • Staff profile including qualifications • Staff numbers, including ratios of staff : students, teaching : support staff

	such staff are appropriately qualified and resourced to achieve this outcome.	• Evidence of staff continuing development including attainment of higher research degrees, continuing professional training (conference / seminar / workshop attendance), research productivity, advanced teaching and/or clinical qualifications • Promotions outcomes • Staff turnover / retention, morale • Staff / student feedback <i>Outcomes</i> • Productive and effective staff – teaching, research and clinical service performance • Manageable workloads • Stability in staff profile / composition • Development and retention of expertise
10. Research and continuing education	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.	<i>Inputs / evidence</i> • Research metrics (income, publications, RHD student numbers) • Faculty contribution to the profession (CPD events – conferences and workshops, referral services, community / producer engagement and extension) • Scholarship of teaching <i>Outcomes</i> • Contribution to veterinary knowledge at local, national and global levels • Enhanced animal health, welfare or productivity outcomes, improved public health outcomes • Improved teaching / learning outcomes, innovation in veterinary education • Undergraduate teaching is research-led, contemporary and evidence based • Students develop insight and experience of scientific method and contribute to the generation of new knowledge
11. Outcomes	This standard ensures that the VEE has robust and rational measures that provide qualitative and quantitative evidence of achievements related to each of the standards, and by which the VEE can measure the overall success of its activities against the program mission, its social responsibilities to the public, and appropriate external standards.	<i>Inputs / evidence</i> • Graduate outcomes data – employment, satisfaction • (if applicable) Graduate performance on national registration or exam • Staff, student, graduate, employer, stakeholder feedback • Retention within the profession, graduate performance <i>Outcomes</i> • Graduates well equipped to function in vocational settings relevant to the program mission • High employment and graduate satisfaction measures • Effective and sustainable processes upholding achievement of program mission • Achievement of program mission

Standard 1: Institution

This standards ensures that the VEE is well managed, and that institutional and VEE leadership, governance and administrative processes uphold the educational mission of the program.

Criterion	Compliance
Recognized Institution	
The school is a major administrative division of a university or institute guaranteed by the competent authority of the country.	Y MD N ☐ ☐ ☐
The school and its veterinary program have the same recognition, status and autonomy as the other professional schools and programs of the university.	Y MD N ☐ ☐ ☐
The Dean, Head or Principal is able to obtain and direct sufficient resources for the veterinary program.	Y MD N ☐ ☐ ☐
Veterinary professional and ethical oversight and mission	
The Dean, Head or Principal is a locally registered veterinarian	Y MD N ☐ ☐ ☐
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 MD N ☐ ☐ ☐
The school has a strategic plan and an operating plan that address its mission and goals in place and are followed	Y MD N ☐ ☐ ☐
The school 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 OIE and the WVA's Global Veterinary Day-One Competences	Y MD N ☐ ☐ ☐
Organizational structure, accountability and stakeholder involvement	
The school governance and management systems support its educational aims	Y MD N ☐ ☐ ☐
The school is able to demonstrate that the management systems within the school and between the school and the university are effective and are understood by relevant stakeholders.	Y MD N ☐ ☐ ☐
There is adequate documentation for all committees and delegated authorities, of their composition, terms of reference, powers, reporting relationships, representation of relevant groups and decisions.	Y MD N ☐ ☐ ☐
The school's organizational structure ensures that staff, students and key stakeholder groups have the opportunity to contribute to the school's direction and decision-making processes.	Y MD N ☐ ☐ ☐
The VEE [replace "school with VEE throughout] 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 MD N ☐ ☐ ☐
Overall, can the VEE be said to be in compliance with Standard 1?	Y MD N ☐ ☐ ☐

Standard 2: Finance

This standard ensures that the VEE is adequately financed to ensure that its teaching and learning activities *as well as its research* are adequately resourced to uphold the program mission.

Criterion	Compliance
Analysis of revenues and expenditures for the past five years* demonstrate adequate, sustainable financial resources and the financial management expertise required to fulfill the teaching, research, and service mission.	Y MD N ☐ ☐ ☐
The school and university provide reasonable evidence that finances are sufficient to sustain the veterinary program, in terms of recruiting and retaining staff, enabling high standards of education, research and clinical practice, and providing for quality extramural placement sites, are secure for the next five years.	Y MD N ☐ ☐ ☐
The school and university provide reasonable evidence that finances to sustain the veterinary program are secure for the next five years	Y MD N ☐ ☐ ☐
The school is able to acquire sufficient funds for the construction, acquisition, improvement and maintenance of buildings and equipment and other educational, clinical and research resources.	Y MD N ☐ ☐ ☐
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 ☐ ☐ ☐
Clinical services, field services, and teaching hospitals function as instructional resources.	Y MD N ☐ ☐ ☐
The instructional integrity of clinical resources takes priority over income generation for clinical service operations.	Y MD N ☐ ☐ ☐
Overall, can the college be said to be in compliance with Standard 2?	YES MD NO ☐ ☐ ☐

* 2 or 3 for a new school

Standard 3: Admissions

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

Criterion	Compliance
State-controlled admissions process	
Is the admissions process entirely state-controlled?	YES NO ☐ ☐
If 'yes', does the state-controlled process produce enough, entrants, who are adequately-qualified to complete the program?	YES NO ☐ ☐
School or University-controlled admissions process	
Management	
The school has a well-defined and officially stated admissions policy and a process that ensures a fair and consistent assessment of applicants.	Y MD N ☐ ☐ ☐
The school has an admissions committee, the majority of whom are full-time faculty members.	Y MD N ☐ ☐ ☐
The admissions committee:	
determines the criteria for admission to the program;	Y MD N ☐ ☐ ☐
considers the applications for admission and makes recommendations regarding the students who are to be admitted;	Y MD N ☐ ☐ ☐
regularly reviews selection processes to ensure they are appropriate for students to successfully complete the program;	Y MD N ☐ ☐ ☐
receives/provides adequate training (including periodic refresher training) for those involved in the selection process.	Y MD N ☐ ☐ ☐
The number of students admitted is consistent with the physical, financial, teaching and animal resources available to the school.	Y MD N ☐ ☐ ☐
Selection Criteria	
The student selection criteria are consistent with the mission of the school.	Y MD N ☐ ☐ ☐
The selection criteria are 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 ☐ ☐ ☐
Academic performance criteria indicate reasonable potential for successful completion of the professional curriculum	Y MD N ☐ ☐ ☐
Factors other than academic performance are considered for admission criteria.	Y MD N ☐ ☐ ☐
Clear processes are in place to manage applications to provide credit for prior learning, and there are mechanisms for applicants who have higher qualification than high school graduation to be admitted directly into an appropriate stage of the program.	Y MD N ☐ ☐ ☐
For postgraduate 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 ☐ ☐ ☐ NA ☐

There are clear policies and procedures as to how applicants with disabilities or illness will be considered and, if appropriate, accommodated.	Y	MD	N
	☐	☐	☐
Provision of information			
An accurate description of the admissions process and selection criteria is published and readily available to potential students.	Y	MD	N
	☐	☐	☐
Potential students are advised of the demands of the veterinary course and requirements of veterinary registration boards for fitness to practice.	Y	MD	N
	☐	☐	☐
The school has effective policies for managing appeals against admissions decisions; and these are transparent and publicly available.	Y	MD	N
	☐	☐	☐
Overall, can the school be said to comply with Standard 3?	Y	MD	N
	☐	☐	☐

Standard 4: Learning resources and student support

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.

Criterion	Compliance
Learning resources	
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 ☐ ☐ ☐
Library is compliant with country regulations.	Y MD N ☐ ☐ ☐
Qualified professionals support the library, learning and information resources of the School and contribute to the information literacy curriculum.	Y MD N ☐ ☐ ☐
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.	Y MD N ☐ ☐ ☐
Management of learning	
Students have unimpeded access to coursework materials through a well-organized, comprehensive learning management system.	Y MD N ☐ ☐ ☐
The School fosters innovation in pedagogy and development of learning resources, and evaluates the outcomes of innovation.	Y MD N ☐ ☐ ☐
The School ensures all students are engaged and supported in developing their skills in accessing, evaluating and using diverse sources of veterinary information.	Y MD N ☐ ☐ ☐
Student wellbeing. Students needs are met for	
Learning support services are provided that are appropriate to the needs to students at various levels of the program	Y MD N ☐ ☐ ☐
Physical, social, mental health and welfare, counselling services	Y MD N ☐ ☐ ☐
Career preparation, service and advice	Y MD N ☐ ☐ ☐
Fair and transparent processes for dealing with student illness, impairment and disability, harassment and grievances, during the program.	Y MD N ☐ ☐ ☐
Reasonable accommodation is provided for disabled students and support for students from nominated equity and diversity groups, consistent with all relevant disability, discrimination and/or human rights legislation.	Y MD N ☐ ☐ ☐
Effective mechanisms are in place for students to convey their needs, wants and grievances to the School; and by which the school resolves and responds to these.	Y MD N ☐ ☐ ☐
Students can provide anonymous suggestions, comments and complaints regarding the School's compliance with the accreditation standards, and these are reported annually.	Y MD N ☐ ☐ ☐
Overall, can the college be said to be in compliance with Standard 4?	Y MD N ☐ ☐ ☐

Standard 5: Curriculum

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, and that it provides an up-to-date professional environment. Teaching and learning strategies must be aligned, pedagogically sound, fair and transparent, and communicated appropriately to all stakeholders.

Criterion	Compliance
Program structure	
Educational objectives of the curriculum conform to the National Veterinary Standard set up by the competent authority and National Education if any.	Y MD N ☐ ☐ ☐
The program as a whole is reviewed at least every 7 years.	Y MD N ☐ ☐ ☐
Program management	
The school has 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.	Y MD N ☐ ☐ ☐
There is sufficient flexibility in curriculum planning and management for the VEE to make timely revision in response to emerging issues.	Y MD N ☐ ☐ ☐
The committee ensures that the curriculum design, content, teaching, learning and assessment are based on good educational practice.	Y MD N ☐ ☐ ☐
The committee ensures that student workloads (contact time, non-contact activities and assessment) are monitored, feasible and realistic.	Y MD N ☐ ☐ ☐
There are learning outcomes for the program as a whole which ensure that veterinary graduates are appropriately equipped to enter the veterinary profession.	Y MD N ☐ ☐ ☐
Program Learning Outcomes appropriately address the OIE Day One competencies at a minimum.	Y MD N ☐ ☐ ☐
Program Learning Outcomes are relevant, adequate and achievable.	Y MD N ☐ ☐ ☐
The program learning outcomes provide a framework to ensure the effective constructive alignment of all content, teaching, learning and assessment activities of the degree program.	Y MD N ☐ ☐ ☐
Each course provides a summary of the objectives, course contents, learning experience and assessment.	Y MD N ☐ ☐ ☐
Program learning outcomes and course summaries are regularly reviewed, updated and effectively communicated to faculty and students.	Y MD N ☐ ☐ ☐
The school has effective procedures to ensure and develop the expertise of all teachers in tertiary teaching theory/practice.	Y MD N ☐ ☐ ☐
The school has effective mechanisms for monitoring the quality of teaching.	Y MD N ☐ ☐ ☐
A system for assessment of teaching staff is in operation. It includes student participation. Results are available to those undertaking external reviews and commented upon in reports.	Y MD N ☐ ☐ ☐

All courses are adequately provided with teachers, facilities, access to animals, learning resources and consumables.	Y	MD	N
	☐	☐	☐
Group sizes must be compatible with effective teaching.	Y	MD	N
	☐	☐	☐
Program contents			
The curriculum is constructed in manner to ensure that graduates achieve			
The OIE Day One competencies	Y	MD	N
	☐	☐	☐
The ability to safely handle animals of the common domestic species;	Y	MD	N
	☐	☐	☐
The ability to recognize and advise on normal animal welfare, husbandry, production and management;	Y	MD	N
	☐	☐	☐
The ability to provide entry-level extension advice in animal health and husbandry;	Y	MD	N
	☐	☐	☐
Knowledge of the structure, function and homeostasis, pathophysiology and mechanisms of disease, and the natural history and clinical manifestations of important animal diseases;	Y	MD	N
	☐	☐	☐
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	MD	N
	☐	☐	☐
Entry level skills in preventive medicine/epidemiology, zoonoses, food safety and hygiene, regulation of animals and animal products, and management of the interrelationship of animals and the environment; including experience in abattoirs;	Y	MD	N
	☐	☐	☐
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	MD	N
	☐	☐	☐
Professional skills in communication, ethics, problem solving, evidence-based decision-making, data and information management, and self-management.	Y	MD	N
	☐	☐	☐
Extramural placements			
Extramural placements in animal husbandry (farming), food safety and hygiene, and clinical practice are an integral, structured part of the veterinary program that is incorporated in the curriculum.	Y	MD	N
	☐	☐	☐
EMS systems are well managed and an academic staff member is responsible for overall supervision, placement liaison and communication.	Y	MD	N
	☐	☐	☐
EMS providers provide feedback on the performance of students.	Y	MD	N
	☐	☐	☐
Overall, can the VEE be said to comply with Standard 5?	Y	MD	N
	☐	☐	☐

Standard 6 - Assessment and progression

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 be fair, reliable, 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.

Criterion	Compliance
Management	
There is 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 ☐ ☐ ☐
Decisions on whether students can progress and ultimately graduate are based on appropriate assessment of the competence required of a veterinary professional.	Y MD N ☐ ☐ ☐
The basis for decisions on academic progression is explicit and readily available to students.	Y MD N ☐ ☐ ☐
The process for exclusion of students is explicit.	Y MD N ☐ ☐ ☐
Policy and regulations	
The assessment tasks, weighting and grading criteria for each unit of study in the program are clearly identified, and available to students at the start of the semester.	Y MD N ☐ ☐ ☐
Assessment load is planned and managed to achieve appropriate workloads for students and staff.	Y MD N ☐ ☐ ☐
Requirements to pass including the effect of barrier assessments are explicit.	Y MD N ☐ ☐ ☐
The school has a process in place to review assessment outcomes and to change assessment strategies when required.	Y MD N ☐ ☐ ☐
Assessment methods and design	
The assessment regime, including assessment policies, methods, standards and quality assurance, ensures 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 ☐ ☐ ☐
Assessment strategies allow the school to certify student achievement of learning objectives at the level of the program and individual units of study.	Y MD N ☐ ☐ ☐
Assessment tasks align with course and subject learning objectives and learning activities.	Y MD N ☐ ☐ ☐
There is a significant component of direct assessment of clinical skills	Y MD N ☐ ☐ ☐
Assessment must inform student learning and students must receive constructive and timely feedback.	Y MD N ☐ ☐ ☐
Methods of formative and summative assessment must comprise a variety of approaches.	Y MD N ☐ ☐ ☐
Assessment standards and quality assurance	

There are procedures to maximize the fairness, validity and reliability of assessment outcomes	Y	MD	N
	☐	☐	☐
There are appropriate processes to ensure each student is fairly treated.	Y	MD	N
	☐	☐	☐
Grades awarded reflect an appropriate standard of performance by students against the relevant learning objectives.	Y	MD	N
	☐	☐	☐
Progression decisions are based on appropriate assessment of the required broad range of professional and technical skills, knowledge, and attributes	Y	MD	N
	☐	☐	☐
Remediation			
Policies and procedures for dealing with poor academic performance and student disciplinary issues are explicit.	Y	MD	N
	☐	☐	☐
There are mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately.	Y	MD	N
	☐	☐	☐
Overall, can the college be said to be in compliance with Standard 6?	Y	MD	N
	☐	☐	☐

Standard 7: Teaching facilities

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.

Criterion	Compliance		
All aspects of the physical facilities provide an environment conducive to learning.	Y	MD	N
	☐	☐	☐
Teaching facilities are well maintained.	Y	MD	N
	☐	☐	☐
The university has a clear strategy and program for maintaining and upgrading its buildings and equipment.	Y	MD	N
	☐	☐	☐
Premises in general			
Lecture theatres, teaching laboratories, tutorial rooms and other teaching spaces are adequate in number and size (see Appendix 1) and equipped for the instructional purposes.	Y	MD	N
	☐	☐	☐
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.	Y	MD	N
	☐	☐	☐
The VEE provides students with ready access to adequate study, recreation, locker and food services facilities.	Y	MD	N
	☐	☐	☐
Offices, teaching preparation and research laboratories are sufficient for the needs of the academic and support staff.	Y	MD	N
	☐	☐	☐
Facilities comply with all relevant legislation including health, safety, biosecurity and animal care standards.	Y	MD	N
	☐	☐	☐
Animal facilities			
Normal animals of the main domestic species are available for instructional purposes within the VEE or via arrangements with external providers.	Y	MD	N
	☐	☐	☐
Numbers of animals are appropriate for the numbers of students enrolled in the program.	Y	MD	N
	☐	☐	☐
Whether provided by the VEE or by external providers, livestock facilities, animal housing, and animal equipment is:			
Appropriate for the species;	Y	MD	N
	☐	☐	☐
Consistent with best husbandry, welfare and management practices;	Y	MD	N
	☐	☐	☐
Compatible with students' learning, including observation and handling of the species;	Y	MD	N
	☐	☐	☐
Of a high standard and well maintained;	Y	MD	N
	☐	☐	☐
Consistent with relevant biosecurity and biocontainment standards.	Y	MD	N
	☐	☐	☐
Effective mechanisms are in place to maintain the welfare of animals used for student instruction.	Y	MD	N
	☐	☐	☐
The VEE can demonstrate that students are competent in animal handling relevant to workplace learning and clinical instruction before commencing these activities.	Y	MD	N
	☐	☐	☐

Evidence is provided of stable or contractual relationships with external providers.	Y	MD	N
	☐	☐	☐
Clinical facilities			
Veterinary teaching hospitals, which may be on campus, off campus or privately owned, are clean, maintained in good repair, and are adequate in number, size and equipment for the instructional purposes intended and the number of students enrolled.	Y	MD	N
	☐	☐	☐
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.	Y	MD	N
	☐	☐	☐
Veterinary teaching hospitals comply with all national regulatory / licencing requirements for operation.	Y	MD	N
	☐	☐	☐
The standards of clinics used for core clinical teaching are suitable for learning best veterinary practice through regular review and continuous improvement.	Y	MD	N
	☐	☐	☐
Adequate teaching, research, and clinical equipment is available for examination, diagnosis, and treatment of all animals used by the VEE.	Y	MD	N
	☐	☐	☐
Operational policies and procedures (such as emergency procedures, first aid procedures, restrictions to access, environmental dangers, isolation procedures) are current and posted as notices for staff, visitors and students.	Y	MD	N
	☐	☐	☐
Appropriate isolation facilities are 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.	Y	MD	N
	☐	☐	☐
Distributed core clinical sites provide dedicated learning spaces including adequate internet access. All aspects of the clinical facilities provide an appropriate learning environment and ensure the safety of personnel and animals.	Y	MD	N
	☐	☐	☐
Overall, can the VEE be said to be in compliance with Standard 7?	Y	MD	N
	☐	☐	☐

Standard 8: Animal resources

This standard ensures that there are sufficient **and appropriate** 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.

Criterion	Compliance
The VEE has identified clinical skills consistent with OIE 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 ☐ ☐ ☐
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. These include:	
Animals for the development of students' competence in handling and knowledge of their husbandry, behaviour and production systems;	Y MD N ☐ ☐ ☐
Cadavers and necropsy material;	Y MD N ☐ ☐ ☐
Material to develop expertise in food hygiene and veterinary public health;	Y MD N ☐ ☐ ☐
Access to abattoirs;	Y MD N ☐ ☐ ☐
Hospitalised patients, outpatients, primary care patients, medical and surgical cases, nursing procedures;	Y MD N ☐ ☐ ☐
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 ☐ ☐ ☐
The VEE provides access to herds or flocks of teaching animals of the main large animal production species (cattle, sheep or goats, pigs) either through the university's own facilities or through right-of-use arrangements at readily accessible premises	Y MD N ☐ ☐ ☐
The VEE ensures that students have competence in animal handling before commencing workplace learning and clinical work.	Y MD N ☐ ☐ ☐
Veterinary teaching hospital facilities are provided; either through on-campus hospital(s) or through formal affiliation with one or more off-campus veterinary hospitals.	Y MD N ☐ ☐ ☐
Clinical instruction embodies depth, breadth, rigour, intellectual challenge and problem solving.	Y MD N ☐ ☐ ☐
Clinical instruction provides students with knowledge, skills, professional attributes and learning strategies to prepare them for entry level practice.	Y MD N ☐ ☐ ☐
Students are actively involved in all aspects of case management, including client communication, medical records, diagnosis, treatment, financial and ethical aspects of practice.	Y MD N ☐ ☐ ☐
Clinical teaching staff have evidence of advanced standing within the profession.	Y MD N ☐ ☐ ☐
Medical records are comprehensive and maintained in an effective retrieval system to efficiently support the teaching, research and service programs of the school.	Y MD N ☐ ☐ ☐

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, biosafety and biosecurity, teaching, learning and assessment are maintained.	Y	MD	N
	☐	☐	☐
Clinical experiences at external sites provide access to subject matter experts and clinical resources at the appropriate level	Y	MD	N
	☐	☐	☐
Overall can the VEE be said to be in compliance with Standard 8?	Y	MD	N
	☐	☐	☐

Standard 9: Faculty

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.

Criterion	Compliance
Numbers and qualifications of staff	
The total number, qualifications and teaching skills of faculty and support staff are sufficient and appropriate to deliver the educational program and fulfil the school's mission.	Y MD N ☐ ☐ ☐
Faculty: student ratio of at least 1:8	Y MD N ☐ ☐ ☐
Faculty are appropriately qualified:	
≥75% of faculty have veterinary degrees;	Y MD N ☐ ☐ ☐
At least 25% of faculty in schools that have been established for ≥10 and ≤20 years have a PhD or equivalent;	Y MD N ☐ ☐ ☐
At least 40% of faculty in schools that have been established for >20 years have doctorates;	Y MD N ☐ ☐ ☐
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 ☐ ☐ ☐
Clinical staff must be registered and able to provide evidence of appropriate continuing professional development.	Y MD N ☐ ☐ ☐
There is at least 1 support staff person per academic faculty position.	Y MD N ☐ ☐ ☐
Sufficient and appropriately qualified technical staff to provide satisfactory support of all teaching and learning activities: a minimum of	Y MD N ☐ ☐ ☐
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 ☐ ☐ ☐
Staff management	
Faculty have a managed workload of teaching, research and service; and reasonable opportunity and resources for participation in scholarly activities.	Y MD N ☐ ☐ ☐
All appointments offer the security and benefits necessary to maintain stability, morale, continuity, and competence of the faculty and support staff	Y MD N ☐ ☐ ☐
All staff who participate in teaching display competence and effective teaching skills.	Y MD N ☐ ☐ ☐
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 ☐ ☐ ☐
Promotion criteria are clear and explicit, and place due emphasis on teaching, research, service and other scholarly activities.	Y MD N ☐ ☐ ☐
Overall, can the college be said to be in compliance with Standard 9?	Y MD N ☐ ☐ ☐

Standard 10: Research and Continuing and Higher Degree Education

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.

Criterion	Compliance
Research activity	
The VEE maintains substantial, quality research activities, and scholarly productivity, consistent with the School's mission and goals.	Y MD N ☐ ☐ ☐
The VEE is a member of a research network.	YES NO ☐ ☐
Objective metrics indicate substantial, high quality level of faculty research activity, for example:	
Number of individual faculty members within each department involved in research (total research FTE);	YES NO ☐ ☐
Number of publications in refereed scientific journals, book chapters, case-reports;	YES NO ☐ ☐
Regular participation and presentation of original research in scientific meetings, poster sessions, publication of abstracts;	YES NO ☐ ☐
Involvement in external research panels, commissions, and advisory or editorial boards;	YES NO ☐ ☐
Number and amount of competitive, extramural research funding;	YES NO ☐ ☐
National and international research awards received.	YES NO ☐ ☐
Research –teaching nexus	
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 ☐ ☐ ☐
DVM program learning objectives demonstrate emphasis on which of the following:	
Acquisition and evaluation of scientific literature;	YES NO ☐ ☐
Experimental and non-experimental research design;	YES NO ☐ ☐
Critical analysis of data;	YES NO ☐ ☐
Scientific writing.	YES NO ☐ ☐
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 ☐ ☐ ☐
Students are trained in scientific method and research techniques relevant to evidence-based veterinary medicine.	Y MD N ☐ ☐ ☐
Students have had opportunities to do which of the following:	
Write research proposals;	YES NO ☐ ☐

Submit manuscripts for publication;	YES	NO	
	☐	☐	
Hands-on experience in bench, clinical, or field research;	YES	NO	
	☐	☐	
Interaction with graduate students;	YES	NO	
	☐	☐	
Evidence that students learn to acquire, evaluate, and use new knowledge.	YES	NO	
	☐	☐	
Research programs, facilities and expertise are adequate for the level of student participation. There is evidence of adequate student exposure to performance of high quality research.	Y	MD	N
	☐	☐	☐
Evidence of student involvement in research after graduation.	YES	NO	
	☐	☐	
Post-graduate degrees			
The VEE continuously provides 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 society. The VEE continuously provides:	Y	MD	N
	☐	☐	☐
Advanced postgraduate degree programs;	YES	NO	
	☐	☐	
Internships and residencies;	YES	NO	
	☐	☐	
Continuing education programs which complement and strengthen the veterinary degree program and are relevant to the needs of the profession and society.	YES	NO	
	☐	☐	
Programs and the numbers of students in them are commensurate with the facilities, clinical and other resources and staff.	Y	MD	N
	☐	☐	☐
Overall, can the VEE be said to be in compliance with Standard 10?	Y	MD	N
	☐	☐	☐

Standard 11: Quality Assurance and Outcomes Assessment

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

VEE-related Outcomes			
The VEE has mechanisms to measure, analyze and demonstrate that institutional and educational objectives are being met. The VEE must provide evidence that:			
Its mission is being achieved;	Y	MD	N
	☐	☐	☐
Its strategic goals are appropriate;	Y	MD	N
	☐	☐	☐
It is making progress towards achieving those goals.	Y	MD	N
	☐	☐	☐
Evidence should be gathered by a variety of methods from a range of stakeholders.			
Data are gathered by interviews, focus groups, self-assessments, observation and evaluation of student competencies.	Y	MD	N
	☐	☐	☐
Data are gathered from/contain:			
Internal stakeholders (faculty, staff, students)	YES	NO	
	☐	☐	
External stakeholders;	YES	NO	
	☐	☐	
Graduates, alumni and employers;	YES	NO	
	☐	☐	
The wider veterinary profession;	YES	NO	
	☐	☐	
5-year trends in employment rates one year after graduation;	Y	MD	N
	☐	☐	☐
Employers' evaluation of educational preparedness and employment satisfaction.	Y	MD	N
	☐	☐	☐
Outcomes data are routinely gathered and analyzed, declining trends recognized, and credible plans for timely remediation provided. The VEE is able to demonstrate implementation of change on the basis of such reviews.	Y	MD	N
	☐	☐	☐
Outcomes of the review processes are communicated to all relevant stakeholders.	Y	MD	N
	☐	☐	☐
Quality of instruction			
Effective, on-going, internal quality assurance processes for management of the quality of instruction in the veterinary program in place.	Y	MD	N
	☐	☐	☐
Effective processes are in place to ensure that the program is resourced at the level required for the delivery of the VEE's mission/program learning outcomes.	Y	MD	N
	☐	☐	☐
The VEE maintains current external quality assurance approval from National quality assurance organizations.	Y	MD	N
	☐	☐	☐

Student-related Outcomes			
Evidence that, by graduation, all students demonstrate achievement of:			
Entry-level clinical skills;	Y	MD	N
	☐	☐	☐
The program's stated learning outcomes;	Y	MD	N
	☐	☐	☐
OIE Day 1 competencies.	Y	MD	N
	☐	☐	☐
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
	☐	☐	☐
The VEE 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
	☐	☐	☐
Overall, can the VEE be said to be in compliance with Standard 11?	Y	MD	N
	☐	☐	☐