



What should VEE  
accreditation assess?

If we think of accreditation in terms of manufacturing Quality Assurance processes

### Quality Assurance

- preventing defects in manufactured products

### Quality Control

- identifying defects and rejecting defective products

And if we think of veterinary education as a process

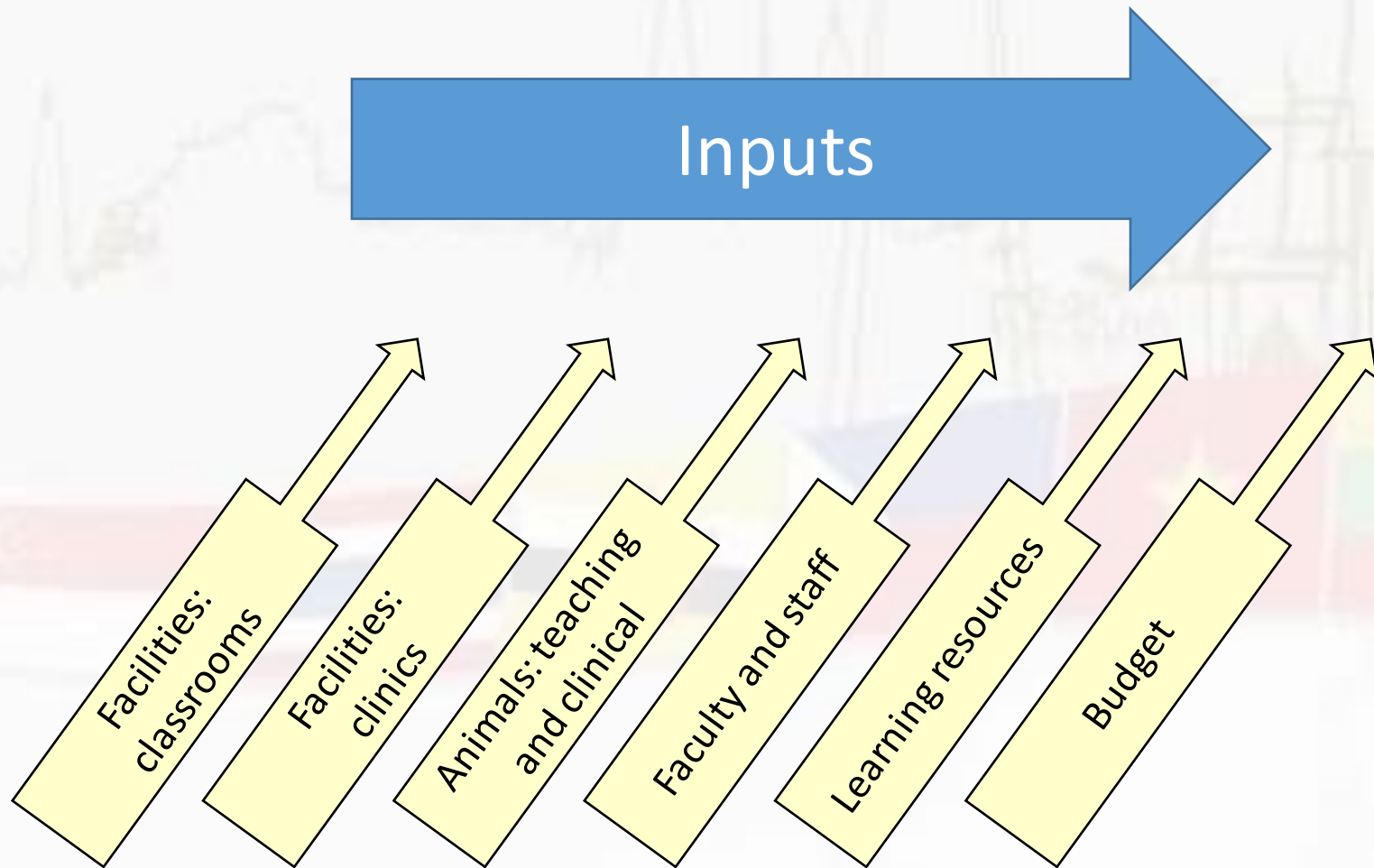




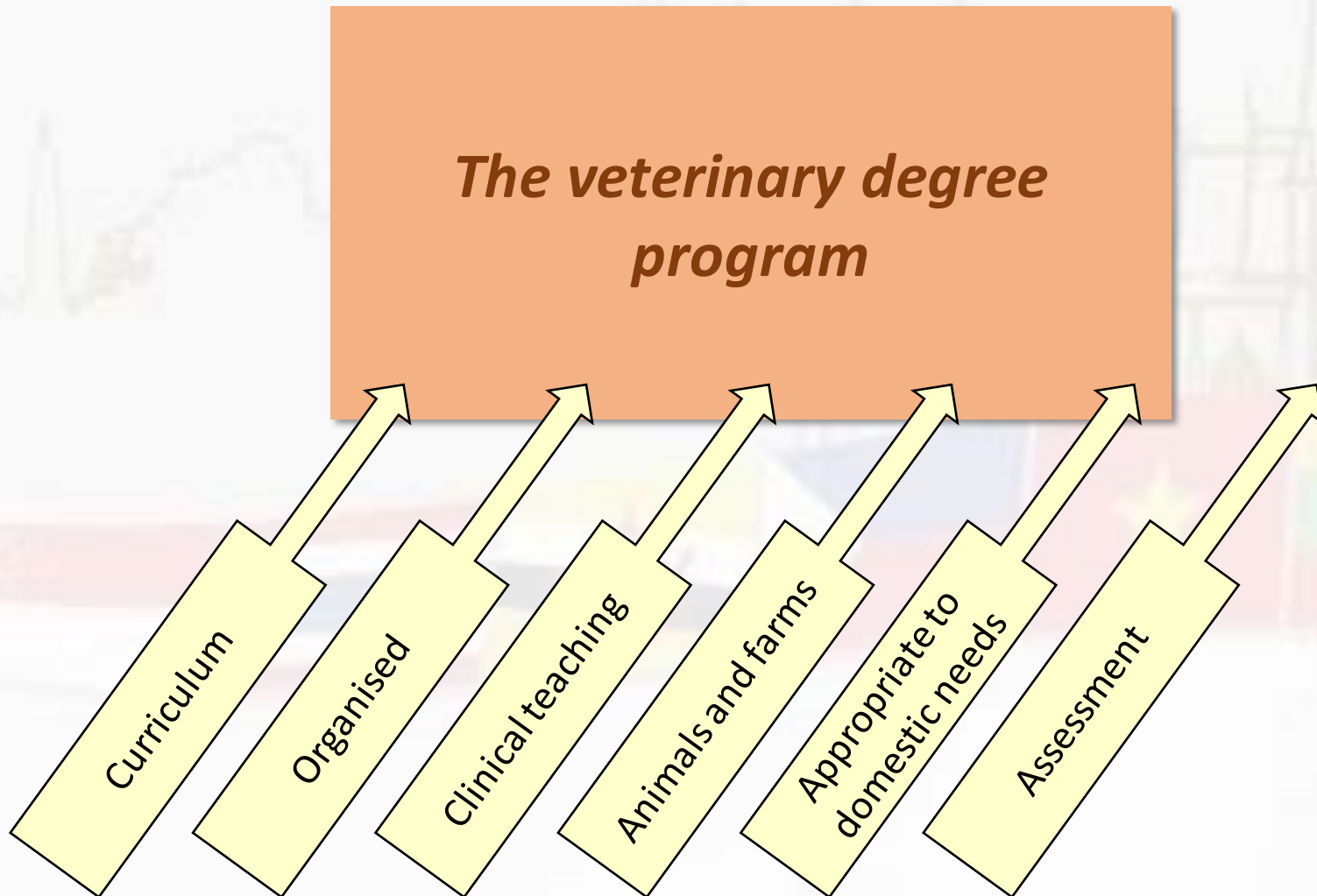
Accreditation can look at...



# Accreditation can look at inputs



# Accreditation can look at the program (process):



# Accreditation can look at:



Outcomes

Employable?  
Competent?  
Confident?  
Career longevity?

Research?

National Veterinary Services?

Public good?

# Accreditation can also look directly at:

Quality  
Assurance

Does the VEE have processes for Quality Assurance of its veterinary program?

Quality  
Control

Does the VEE have processes for Quality Control of its veterinary program?





# Accreditation, Standards and QA

# The VCT has developed 11 standards for accreditation

Organisation

Curriculum

Faculty

Finance

Assessment and  
progression

Research, CE and  
higher degrees

Admissions

Teaching facilities

Quality assurance  
and outcomes

Students and  
resources

Animal resources

## Inputs

Organisation

Finance

Teaching facilities

Animal resources

Faculty

Students and  
resources

Research, CE and  
higher degrees

## Process

Curriculum

Assessment and  
progression

Admissions

Animal resources

Students and  
resources

## Outcomes

Quality assurance  
and outcomes

Assessment and  
progression

How rigorously is QA  
from the “outcomes”  
applied to the Inputs  
and process?

To ensure “quality”  
and to identify areas  
where improvement  
is needed

Research, CE and  
higher degrees



Assessing inputs and processes

# Assessing inputs

Standard	Criteria	Assessment
Organisation	What is needed for effective management?	Qualitative
Finance	How much \$\$ is needed to maintain the VEE?	w.r.t. faculty, clinics and facilities
Teaching facilities	Does the VEE have the core physical spaces?	Checklist
Animal resources	What access does the VEE have to species, sick/healthy, adequate numbers?	Checklist, student: animal ratios
Faculty	Numbers, qualifications, range of disciplines	Staff:student ratio?
Students/ resources	Information facilities, physical facilities, support processes	Checklist
Research	Research-active faculty, higher degrees, evidence of research-led teaching	Qualitative

# Assessing processes: light touch

Standard	Criteria	Assessment
Curriculum	Content (pre-clinical, para-clinical, clinical), OIE D1C	Curriculum catalogue
Animal resources	Use of animal resources	Catalogue of animal, practical and clinical activities
Students/ resource	Use of teaching resources	Catalogue of the use of resources in teaching
Assessment	Procedures for knowledge assessment	Catalogue of assessment activities
Progression	Examination procedures	Rules for progression
Admissions	Expenditure, fair and equitable processes for admission	Rules and processes for admission

This is actually a very “input” based approach, which does little to assess the effectiveness of these processes. It serves mainly to identify deficiencies of relevant inputs, rather than evaluating the quality of the process

# Assessing processes: a better way

Curriculum	Criteria	Assessment
Organisation	Organised around appropriate learning outcomes	Alignment of content with LOs
Content	Content addresses LOs (LOs include OIE D1Cs!)	Appropriate content; content limited to meeting LOs
Outcomes	Addresses high and low order LOs in an appropriate sequence	Planned sequence of development of students' cognitive abilities
Teaching & Learning	T&L activities are appropriate to development of high order LOs	Evidence of alignment
Practical skills development	T&L activities for progressive development of practical and clinical skills	Evaluate development of practical competence at each stage of program
Clinical skills development	Progressive through program. Intense clinical program for at least 1 year	Evaluate development of clinical competence at each stage of program



# Assessing outcomes and quality assurance



# Does the VEE have processes for Quality Assurance of its veterinary program?

Are graduates employable?

Can they do what the NVS/public requires?

What are their strengths and weaknesses?

Are graduates competent and confident?

Did the VEE prepare them properly for work?

Do they stay in the veterinary workforce?

# Does the VEE have processes for Quality Control of its veterinary program?

Internal and student evaluation of courses

Graduate and alumni evaluation of the program

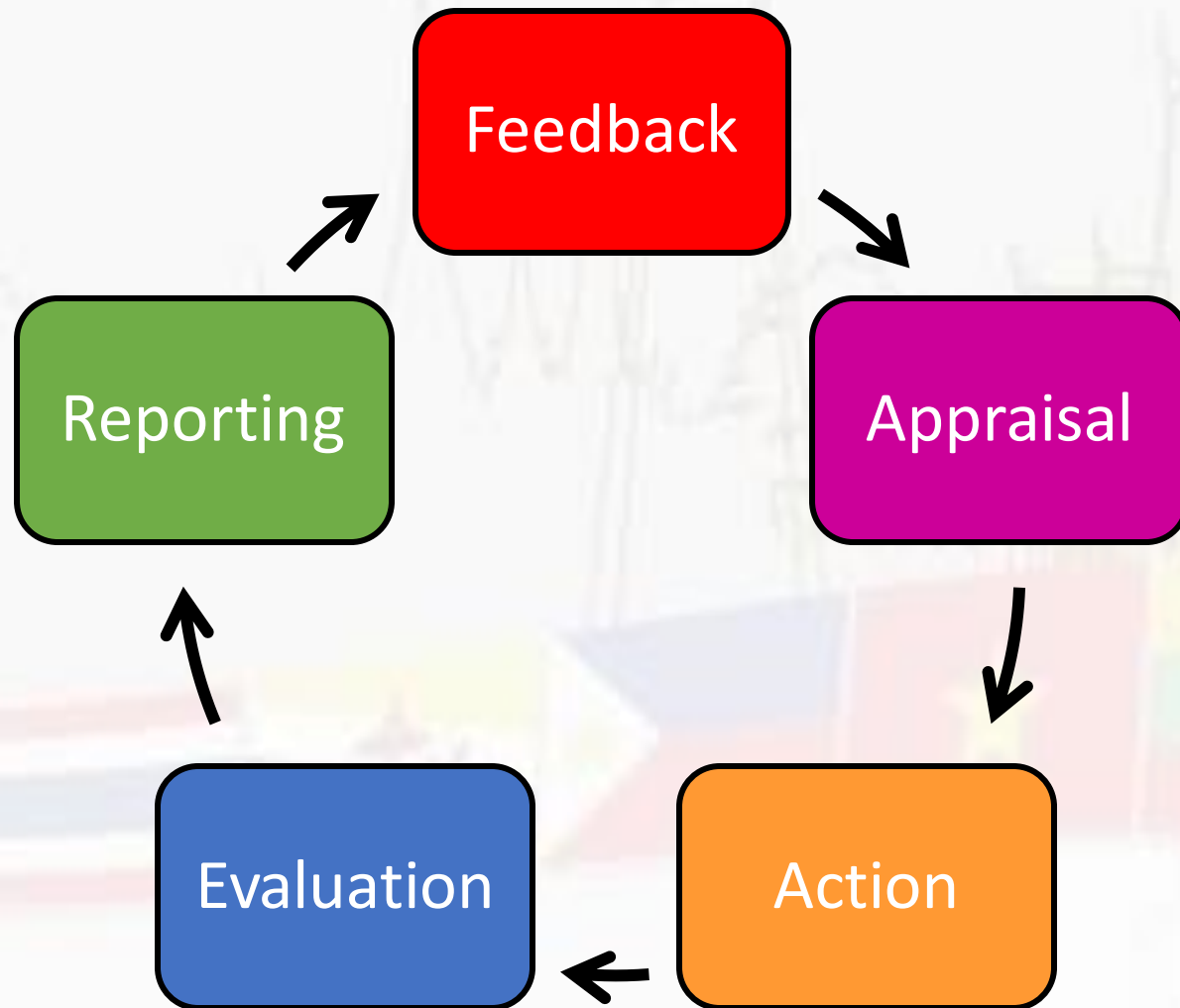
Does assessment measure competence?

Stakeholder input to program development

Internal review on program quality

External review of program quality

Quality and closure. Does the VEE...





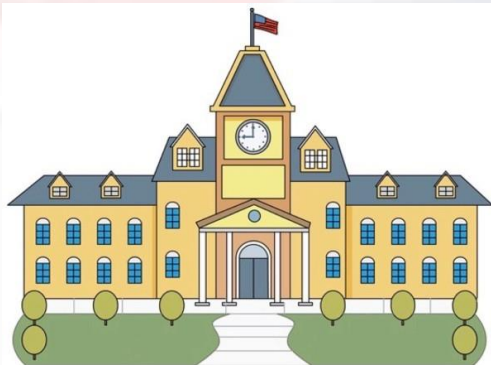
What is appropriate?

# Should the focus vary with the stage of development of the VEE?



New school: important to ensure that it has the resources to deliver a program

Established school: important to know that its processes are effective



Mature school: important to know that its quality assurance processes are effective

# Summary

Accreditation can be based on: Inputs, processes, outputs and quality assurance

- Inputs are easy to assess, but may not reflect the quality of the graduates
- Processes, outcomes and QA can be simply assessed in terms of content/procedures...
- ...But are better assessed rigorously
- It may be more appropriate to concentrate on inputs (and basic processes) in fledgling or under-resourced VEEs