



## **ACCREDITATION STANDARDS**

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The purpose of this Accreditation Standards document is to provide a framework for those who wish to understand the accreditation processes for veterinary schools accredited by the Australasian Veterinary Boards Council Inc. (AVBC). The AVBC appoints a standing committee, the Veterinary Schools Accreditation Advisory Committee (VSAAC), which plans, advises on process and conducts on-site inspections of veterinary schools.

The committee's terms of reference and the purpose and background of accreditation in veterinary schools is outlined. Also covered are the criteria for membership of VSAAC and the constraints on and privacy rights of members and those with whom they deal in this capacity.

The procedures for assessment of a veterinary school following initial planning contact is the presentation of a self-evaluation report (SER) to be completed and returned to the AVBC Executive Director for distribution to the members of the site visit team prior to the visit. The assessment visit aims to verify and supplement the information contained in the SER. Feedback to senior officers of the veterinary school and university is given orally at the end of the visit. A draft written report is submitted to team members for comment and is then provided to the school for comment on factual accuracy. The revised report is submitted to the university and at this stage the university may seek a review if necessary. Following any review, the final report is sent to the AVBC which distributes copies of the report to its member veterinary boards. The veterinary boards are legally responsible for accepting or rejecting a recommendation from VSAAC on the accreditation classification. Unsatisfactory progress procedures are also detailed in this document.

AVBC acknowledges that there are many ways of achieving the goals of veterinary education. However, there are definable minimum standards in terms of a school's organisation, finances, facilities and equipment, library and learning resources, animals and related resources, admission and students, curriculum, clinical resources and clinical learning and teaching, academic and support staff, continuing education and postgraduate training, research and outcomes.

The guide for the preparation of the Self Evaluation Report are based on European Association of Establishments for Veterinary Education (EAEVE) documents used by the Royal College of Veterinary Surgeons (RCVS) and on material also sourced from the American Veterinary Medical Association (AVMA) Council on Education (CoE), Accreditation Policies and Procedures. Guidance has also been taken from accreditation processes used to evaluate medical schools and, on the publication, *Standards for Professional Accreditation Processes* published by Professions Australia in 2008.

Appendices in the current document also contain the Attributes of Veterinary Graduates, RCVS Essential Competences Required of New Graduates, the schedule for assessment of a veterinary school and the agreement between the RCVS and AVBC regarding accreditation.

## Abbreviations

AVA	Australian Veterinary Association Ltd
AVBC	Australasian Veterinary Boards Council Inc.
AVSAC	Australasian Veterinary Schools Accreditation Committee
AVMA	American Veterinary Medical Association
CoE	Council on Education
EAEVE	European Association of Establishments for Veterinary Education
EFT	Equivalent to Full Time
EMS	Extramural Studies
PPS	Policies, Procedures and Standards
NZVA	New Zealand Veterinary Association Inc.
OIE	World Organisation for Animal Health
RCVS	Royal College of Veterinary Surgeons
SAVC	South African Veterinary Council
SER	Self Evaluation Report
VCNZ	Veterinary Council of New Zealand
VSAAC	Veterinary Schools Accreditation Advisory Committee
VSANZ	Veterinary Schools of Australia and New Zealand

## Glossary

School	Refers to the major administrative division of the university delivering the veterinary program. In some universities this may be a faculty or institute.
Dean	The role may have a range of titles including Head and Principal.
Contracted Teaching Practice or Distributed Teaching Practice	Delivers part of the core teaching at non-university sites
College	This is the term generally used by the AVMA to denote a school (as defined above). For College, also read school or faculty.

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# 1 INTRODUCTION

Accreditation of veterinary schools is internationally recognised as an integral part of quality assurance for veterinary education. Accreditation processes frequently operate regionally and include a number of countries. In Australia and New Zealand the system is managed by the Veterinary Schools Accreditation Advisory Committee (VSAAC) which reports to the Australasian Veterinary Boards Council Inc. (AVBC).

This AVBC Accreditation Standards document replaces the Policies, Procedures and Standards (PPS) previously utilised by AVBC for accreditation purposes. In developing and updating this document, AVBC has taken into account the benefits derived from international veterinary accreditation bodies adopting comparable standards and procedures to facilitate the movement of veterinarians between different countries and jurisdictions. The AVBC has also noted developments in accreditation procedures used by other professions and has attempted to incorporate procedures which are consistent with contemporary thinking on accreditation.

This document will continue to be reviewed annually by VSAAC with recommendations made to AVBC for adoption of revisions following consultation with the Veterinary Schools of Australia and New Zealand (VSANZ) and the veterinary profession.

Accreditation processes are an active area of study and AVBC has drawn heavily on existing publications, particularly those of the Royal College of Veterinary Surgeons (RCVS), the European Association of Establishments for Veterinary Education (EAEVE) and the American Veterinary Medical Association (AVMA) in preparing this document. The AVBC acknowledges the contribution and assistance from these organisations. The document is also informed by the work being done by the World Organisation for Animal Health (OIE) in establishing minimum standards required of veterinary graduates.

The AVBC recognises that transparency is essential for its accreditation processes and is committed to ongoing consultation with its stakeholders. Opportunity is provided for the veterinary schools, veterinary profession, veterinary statutory boards or councils, international veterinary accreditation bodies and the public to comment on the development of these accreditation standards and the outcomes achieved through this accreditation program.

The AVBC seeks to facilitate and promote cooperation between international veterinary accreditation bodies and statutory boards in order to raise the standards of veterinary education and to ensure comparable standards.

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## 2 ACCREDITATION OF VETERINARY SCHOOLS

The AVBC was incorporated in Victoria in 1999. Its membership consists of all the Australian State and Territory Veterinary Boards and the Veterinary Council of New Zealand (VCNZ). The Australian Veterinary Association Ltd. (AVA) and the New Zealand Veterinary Association Inc. (NZVA) are non-voting members of the council.

The AVBC has an advisory role to make recommendations to the veterinary registration boards in Australia and New Zealand regarding:

- assessment of foreign graduates as to their suitability for practice in Australia and New Zealand
- uniform criteria for recognition of qualifications for registration
- matters concerning the occupational regulation of veterinarians, including general and specialist registration
- the harmonisation of standards, regulation and quality assurance of veterinary services provided to the community in all member jurisdictions
- the accreditation of veterinary schools and programs leading to a degree in veterinary science or medicine

Veterinarians are regulated nationally in New Zealand, whereas in Australia veterinarians are regulated under state or territory legislation. The veterinary boards are the responsible authorities for the registration of veterinarians and veterinary specialists in their jurisdictions. Accreditation of veterinary schools is undertaken by the AVBC to assure the Australian State and Territory veterinary boards and the VCNZ that the standard of graduates from the Australian and New Zealand veterinary schools is satisfactory for registration purposes.

The AVBC has agreements with the Royal College of Veterinary Surgeons (RCVS) and the South African Veterinary Council (SAVC) for the reciprocal recognition of veterinary graduates from Australia, New Zealand and the United Kingdom; and Australia, New Zealand and South Africa respectively. The AVBC has been involved in discussions and negotiations within the International Accreditors Working Group (IAWG) with the RCVS, AVMA, EAEVE, SAVC and OIE aimed at promoting harmonization, consistency and efficiency in the accreditation of veterinary schools internationally. Engagement with Professions Australia has provided a forum for AVBC to be involved in the development of best practice accreditation methodology across all professions.

### 2.1 Purpose of Accreditation

Accreditation is a system for recognising that educational institutions and programs affiliated with those institutions have attained a level of educational effectiveness, integrity and quality which entitles them to the confidence of the professional community and the public.

Accreditation of veterinary schools is undertaken to:

- Meet legislative requirements
- Ensure that a degree in veterinary science or medicine from a veterinary school in Australia or New Zealand meets the requirements to enable the registration of new graduates in Australia and New Zealand without further examination;
- Provide external quality control to ensure that the educational standards of veterinary schools are at an acceptable level to meet the requirements of the community;
- Ensure that veterinary schools have sufficient resources to educate graduates to standards adopted by AVBC for the accreditation period;
- To meet obligations under the Mutual Recognition Agreement between the registering authorities of Australia, New



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Zealand and United Kingdom;

- To meet obligations under the Mutual Recognition Agreement between the registering authorities of Australia, New Zealand and South Africa.

## 2.2 Veterinary Schools Accreditation Advisory Committee (VSAAC)

### 2.2.1 History

The Veterinary Schools Accreditation Advisory Committee (VSAAC) was established in 1999 as a standing committee of AVBC. It replaced the Australasian Veterinary Schools Accreditation Committee (AVSAC). The AVBC first published the PPS detailing the protocols for accreditation visits in 2000, and each year VSAAC has reviewed and edited the document. In 2013 at the general meeting of AVBC a recommendation from VSAAC for the PPS to be redrafted was accepted.

Further to an agreement in 1990, the veterinary registration authorities in Australia and New Zealand and the Royal College of Veterinary Surgeons (RCVS) entered into a Mutual Accreditation Registration Agreement in June 2000. This was last updated in October 2019 (see Annex 7). Under this agreement the veterinary registration authorities in Australia and New Zealand accept the visitation reports on the United Kingdom (UK) Schools prepared by the RCVS and the RCVS accept the visitation reports of VSAAC on the Australian and New Zealand Veterinary Schools. In 2013 the member boards of AVBC signed a similar agreement with the South African Veterinary Council. If these reports are accepted by the registering authorities graduates of visited schools are eligible to practice in the countries with agreements without the need for the additional examination normally required for overseas graduates.

### 2.2.2 VSAAC Terms of Reference

The terms of reference for VSAAC are that the Committee shall:

- advise AVBC on all matters relating to the accreditation of veterinary schools including but not limited to:
  - the establishment of criteria for the education standards necessary for veterinary graduates to be acceptable to the registering authorities, the profession and the community;
  - defining the education standards necessary to ensure the recognition of qualifications of graduates from veterinary schools in Australia, New Zealand, the United Kingdom and South Africa;
  - the conduct of veterinary school accreditation visits;
  - conduct annual reviews of the AVBC accreditation standards and amend them as necessary to address any deficiencies;
  - report to each annual general meeting of AVBC on its activities for the previous year and offer comment on trends in veterinary education and accreditation protocols;
  - monitor the performance of Australian and New Zealand Veterinary schools' graduates in their early professional career, including liaising with other bodies and agencies as appropriate;
  - provide regular feedback to veterinary schools on the contemporary needs of the community regarding the provision of veterinary services to ensure that the schools meet and lead the requirements of the profession; and
  - report on matters referred to it by AVBC.

### 2.2.3 The Role of VSAAC in Accreditation

VSAAC shall oversee the AVBC's accreditation program for veterinary schools. It makes recommendations to AVBC on the accreditation of each Australian and New Zealand veterinary program.

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All schools in Australia and New Zealand must submit an annual report to VSAAC by the date notified. These reports are reviewed by VSAAC and a recommendation is made by VSAAC to AVBC on continued accreditation, after any clarification of facts is made if this is necessary.

Every veterinary school will have a site visit at least once every seven (7) years. The frequency of visits will be based on the VSAAC assessment of the annual SER in combination with the previous site visit report.

VSAAC will:

- recommend on the composition of site visit teams; the membership of which may be drawn from VSAAC and a pool of other competent persons to balance skills and attributes of site visit teams and reflect the membership of VSAAC;
- determine whether the candidate school's veterinary program has the staff, equipment, facilities and other physical resources including teaching material to educate graduates who possess sufficient skills and attributes to allow them to be registered to practise veterinary science to the standards adopted by AVBC for the accreditation period;
- advise the Vice-Chancellor of the University of which the veterinary school is a part of any perceived inadequacies for educating veterinary graduates; and
- comment on the University's response to reported inadequacies to the Council, together with any recommendations for action.

Copies of the accreditation reports are forwarded to AVBC, the registration boards of the Australian states and territories, the VCNZ, the Vice Chancellor and Dean of the visited School, the AVA, the NZVA, the RCVS and the SAVC.

## 2.2.4 Membership of VSAAC

Membership of the Veterinary Schools Accreditation Advisory Committee (VSAAC) shall consist of seven members as follows:

- The Chair;
- An Australian veterinarian appointed by the AVBC;
- A veterinarian nominated by the VCNZ;
- A veterinarian nominated by the veterinary Deans (VSANZ);
- Two veterinarians nominated by the AVA; and
- One veterinarian nominated by the NZVA.

Each member shall be appointed for a term not exceeding three years and shall be eligible for re-appointment.

Applicants for the position of Chair of VSAAC will be interviewed by a committee appointed for the purpose by AVBC, with the appointment subject to consultation with VSANZ, the AVA and the NZVA.

A Deputy Chair may be appointed by AVBC.

In the event that a casual vacancy occurs on VSAAC, the replacement must be appointed from the organisation that appointed the member causing such vacancy.

Members of VSAAC are eligible to participate as members of teams visiting veterinary schools for accreditation purposes subject to meeting the criteria in section 2.4.1.

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## 2.2.5 Chair of VSAAC

The following criteria have been identified by AVBC as the selection criteria for the Chair of VSAAC. The Chair shall:

- Be a registered veterinarian in an Australian jurisdiction or NZ;
- Be distinguished in the veterinary profession;
- Have experience as a senior academic manager; preferably as head of a veterinary school;
- Have demonstrated leadership qualities;
- Be an experienced report writer;
- Possess thorough knowledge and expertise of veterinary curricula with an understanding of the required knowledge, skills and attitudes and attributes set out in the Competency Standards;
- Have thorough knowledge and experience of the mechanisms within a veterinary school and university to implement the AVBC standards;
- Have knowledge of occupational health and safety aspects of veterinary education;
- Possess thorough knowledge of the expectations of the community towards veterinary graduates;
- Possess international experience allowing the Chair to advise the AVBC on matters such as international benchmarking;
- Be able to liaise with AVMA, RCVS, SAVC, other registering authorities and any relevant regional bodies;
- Provide a significant time commitment for the preparation of the veterinary school visits and any other incidental work that may arise from time to time
- Be able to communicate with all ages and experience levels

The Chair is appointed by AVBC following consultation with VSANZ, the AVA and the NZVA, and subject to the criteria in section 2.4.2 is eligible to serve as a site team member on accreditation visits.

## 2.3 Site Visit Teams

At least six months prior to an accreditation visit to a veterinary school the AVBC will consult with the Dean of the veterinary school regarding the membership of the site visit team to ensure a balanced and independent assessment can be achieved. AVBC appoints members of site visit teams, after considering advice from the Chair of VSAAC or the appointed visit Chair.

Team members may be appointed as full members, trainees or observers. Observers are appointed to support the mutual recognition agreement between AVBC and SAVC. Deans may also request observer status on a visit to gain experience in the accreditation process.

The AVBC will provide support staff for the site visit team, generally the AVBC Executive Director, for the duration of the visit.

### 2.3.1 Chair of the Site visit team

The Chair of the site visit team will normally be the Chair of VSAAC. In the event that, the Chair of VSAAC is either not available or not eligible, Executive Director of AVBC in consultation with the veterinary school will make a recommendation to the AVBC. This appointment must be a veterinarian and normally is a senior academic with extensive experience of participation in VSAAC visits to veterinary schools.

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## 2.3.2 Selection of Site visit team Members

The AVBC appoints site visit team members on the recommendation of the Chair of VSAAC or an alternate visit Chair and the Executive Director of AVBC.

The AVBC, on the basis of recommendations from member boards, VSAAC, VSANZ, AVA, NZVA and other interested parties, will compile and maintain a list of veterinarians with suitable qualifications, drawn largely but not exclusively from VSAAC members to participate as members of site visit teams. The AVBC desires to include veterinarians from a variety of backgrounds including veterinarians from general practice, specialists, academics from pre-clinical and clinical areas of study, or other sectors of veterinary employment including public health and research.

In determining whether a person will be included on the list of veterinarians eligible to be appointed as a member of a site visit team AVBC will consider whether the person:

- has experience as a member of a site visit team;
- is registered as a veterinarian in Australia or New Zealand;
- is of good character and standing within the profession;
- has extensive experience in a particular field of veterinary science, whether in private practice, as an academic in a preclinical or clinical area or other areas of veterinary endeavour;
- has experience in interpreting data and report writing;
- has knowledge and experience of statutory authorities' requirements for registration;
- has knowledge and experience with the expectations of the veterinary profession and the public;
- possesses knowledge of the contemporary standards of competence expected of graduates at entry level to the profession;
- has knowledge of current educational developments including the funding and resourcing of Universities and their veterinary schools;
- possesses knowledge of curriculum development, implementation and has tertiary teaching experience;
- has experience as an academic in a veterinary school; and
- complies with the conflict of interest policy (2.4.1).

Additionally, when assembling a site visit team, VSAAC will seek to ensure suitable balance in or amongst:

- culture and gender,
- academia and private practice and
- expertise areas in academic administration, preclinical, para-clinical, animal management, public health, small animal practice, farm animal practice and equine practice.

## 2.3.3 Role of Observers and Trainees

### Observers

The role of an observer from an international accrediting body on an AVBC accreditation visit is to act as an independent member of the site visit team. The observer's role is not normally as a subject expert with responsibility for evaluating specific aspects of the course or facilities but rather as an auditor of the visitation process as a whole. The observer is required to observe the proceedings and discussions during the visit and at the conclusion report back to their parent body on the quality and integrity of the process. The observer may take part in discussions during the visit and can contribute to discussions

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between the assessors with the agreement of the Chair. They may be called on, for example, to give guidance on interpreting the specific requirements of their parent accrediting body. If acting only as observers, they must refrain from voting during meetings of the assessors on compliance with the standards. Their role is to enable their parent accrediting body to have confidence in the findings and recommendations of the assessors.

Where Deans attend site visits as observers in order to familiarise themselves with the accreditation process in preparation for forthcoming visits of their own school, they do not contribute to discussions of the visiting team nor vote on standards.

### **Trainees**

Trainees may take part in discussions during the visit and can contribute to discussions between the assessors. They must refrain from voting during meetings of the assessors on compliance with the standards.

A person appointed as an observer or trainee may at the invitation of the visit chair and with the agreement of the Dean be appointed to undertake the tasks normally undertaken by members of the team.

Normally the number of observers and trainees would be limited to 2.

## **2.4 Conflict of Interest**

VSAAC activities must follow procedures which are equitable, transparent and consistent. Accreditation site visits and assessment of annual reports following a site visit must be conducted without any perception of bias.

The AVBC formalised a Conflict of Interest Policy in September 2013 (see Annex 12). To avoid any real or perceived conflict of interest in the accreditation of veterinary schools, this section lists specific requirements which are based on the AVMA Council on Education Policies and Procedures. The AVBC policy on conflicts of interest and these additional requirements apply to VSAAC members, members of site visit teams and AVBC support staff. They also apply to VSAAC members who have immediate family (parents, spouses, siblings, children) in any of the potential conflict areas listed.

### **2.4.1 Conflict of Interest Policy for members of VSAAC and site visit team members**

If a VSAAC or potential team member has reason to believe any conflicts of interest exist, that person must communicate with the Executive Director of AVBC for clarification of their eligibility to serve. Any conflicts of interest will be revealed to the Dean of the school being visited before a visiting team is finalised.

No team member, trainee or observer shall serve on a site visit team nor shall any VSAAC member vote on annual reports who:

- is a graduate, within the last ten years, of any program in the veterinary school being evaluated; or
- has significant collaborative research, teaching or service interests with a key administrator or faculty member of the veterinary school being evaluated (e.g. holding a patent interest, shared research grants or contract teaching); or
- is, or has been, employed or interviewed for employment by the veterinary school being evaluated (Members who have been interviewed for employment at a veterinary school wherein some conflict arose, should exclude themselves from consideration as a site visit team member); or.
- has served as a consultant on accreditation matters with the veterinary school being evaluated; or
- is an employee, or former employee (within the last five years) of the AVBC; or

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- has a close personal or familial relationship with key personnel or students in the veterinary school being evaluated; or
  - is a member of a school in the same state as the school whose program is being assessed.

#### 2.4.2 Conflict of Interest Policy for AVBC Staff

No AVBC Staff member will serve on a site visit team who:

- has graduated during the past 10 years from the veterinary school being evaluated
- has been employed during the past 10 years by the veterinary school being evaluated
- has close personal or familial relationship with key personnel or students in the veterinary school being evaluated.

### 2.5 Confidentiality and Privacy

It is AVBC policy that all information related to VSAAC accreditation of a veterinary school is strictly confidential. This includes but is not limited to self-evaluation materials, accreditation letters, interim/annual reports, correspondence and the content of any discussion related to the veterinary school or its accreditation. All requests for information related to a specific institution must be referred to AVBC staff or the respective institution.

Freedom of Information Acts which may be applicable in a given state or country do not apply to AVBC confidential information related to the accreditation of veterinary schools. Information requested through such acts may be obtained through due process from the respective institution or state/ country office.

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## 3 THE ACCREDITATION PROCESS

The stages in the assessment of a veterinary program are described below.

### 3.1 Initial contact

Twelve months before the accreditation of an established veterinary school is due to lapse, AVBC writes to the Dean of the veterinary school and the Vice-Chancellor of that university to advise of the process for re-accreditation. After the school confirms its participation, the Executive Director on behalf of the VSAAC Chair forwards accreditation guidelines for the Vice-Chancellor and more specific procedures for the Dean.

### 3.2 Initial Documentation

Language is not considered a barrier to accreditation; however, all matters and information related to the accreditation process must be in English.

#### 3.2.1 Self-Evaluation Report (SER)

Self-evaluation reports (SERs) are the basis of the AVBC accreditation process. The Self Evaluation Report (SER) of no more than 50 pages (plus no more than 50 pages of supporting documents) will address each of the 12 Standards as set out in Chapter 4. It should provide an honest evaluation of strengths and weaknesses of the School's position, containing concise and meaningful information.

A concise but detailed SER is required prior to an accreditation visit, and guidance and instructions for its preparation are provided below (Annex 2). The SER should contain a concise summary of major changes since the previous VSAAC visit in the introduction.

#### 3.2.2 Information to be provided in addition to the SER

The School is also required to provide (not included in the 50 pages of the Self-Evaluation Report):

- A list of current academic and non-academic staff positions, their FTE, teaching responsibilities, qualifications and departmental affiliations.
- A curriculum digest (handbook) containing:
  1. Information about subjects and rotations throughout the program:
    - Title, reference number, credit value, position in curriculum (year, semester), whether it is compulsory or elective
    - Formal description of the content of subjects; hours and modes of instruction
  2. A detailed timetable for each of year of the program,
  3. A map of the institution,
  4. References on the map to the various stages of and a suggested route for the visit of facilities, with departments or divisions, buildings and levels within them clearly indicated.

A printed copy of the report and supplementary information should be sent to each member of the site visit team, and 2 copies to AVBC at least eight (8) weeks before the visit. An electronic copy (in a current version of Microsoft Word) should also be forwarded to AVBC.

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### 3.2.3 Online access to information

Online access for program and units of study outlines (including subject title, credit point value, semester and year of delivery, aims, learning outcomes, link to graduate attributes, staff teaching, hours, forms of delivery, assessment mode) should be made available 4 weeks before the visit and in printed form in the site visit team's base room.

### 3.2.4 Materials to be available in site team base room

In addition, student handbooks, examples of EMS reports (pre-clinical and clinical) should be provided in the base room during the site visit. Also provide any memoranda of understanding and contracts or governance documents relating to teaching practices, school and hospital budgets and profit and loss statements as provided to the university, strategic and business plans, reports of external reviews together with any additional information that the school wishes to provide. Also provide composition, terms of reference, powers, reporting relationships, representation of relevant groups for all committees and delegated authorities. It is preferable if such materials are also provided electronically prior to the visit.

Details such as examination question papers, examination scripts, at different grading levels, course work and examiners' reports and assessment summaries should not be included in the SER but should be made available in the base room during the visit.

## 3.3 Site Visit

The aim of a site visit is to verify and supplement information presented in the SER in order to provide a recommendation to the AVBC as to whether the school meets the standards for accreditation.

The VSAAC site visit team initially directs its activities through the Vice Chancellor of the University. All requests for information are made to the Dean's office. The program of meetings will be drafted by the Dean (see Annex 8 for a suggested site visit schedule) and a list of proposed attendees from the school provided at least 6 months before the visit. Any requests to visit off-site facilities must be notified at least 4 weeks before the visit (see Annex 1). Any additional meetings requested by the team during the visit are organised by the Dean's office.

At the commencement of the visit the Dean will provide an executive overview of the school, its progress since the last VSAAC visit, proposed future developments and the present situation of the school and university.

Interactions between the team and the school should have a collegial tone, be based on mutual trust and a desire to arrive at a full understanding of the current status of the educational program of the school. Members of the school present during an interview are encouraged to contribute their perspective, with the aim of developing a complete and well-rounded view of the situation.

Prior to the site visit, each member of the site visit team is assigned areas of responsibility relating to one or more of the 12 Standards by the Chair. Members of the team will meet by teleconference before a site visit to provide the Chair an opportunity to describe the format of the visit and discuss any items requiring further information or clarification by the school. The team will meet immediately before the visit commences for team training.

Wherever possible, site visit team members will work as a group for the visit, to enable all of them to see the facilities, relationships between the various parts of the curriculum and the degree of integration.

Whenever possible all meetings with staff and students of the veterinary school should include the full site visit team. However circumstances may arise which justify the Chair delegating specific tasks to a subgroup.



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The site visit team expects to meet groups of staff who represent a broad range of disciplines and levels of experience, extramural and adjunct staff, students and external stakeholders. The school's confirmed list of attendees must be notified to the Chair of the site visit team, and potential attendees, at least 14 days prior to the visit. The Chair of the site visit team may alter the attendee list. An opportunity must be provided during the visit for any staff member or student to meet confidentially with the site visit team and to send confidential communications to them by e-mail.

The program is structured so that on-site changes are possible, including additional time to allow further consultation with key individuals and groups as required.

At the end of each day the site visit team will meet formally to discuss and report on the progress of the day's meetings. It is the expectation of VSAAC that the site visit team will have developed a draft report and have voted on standards by the conclusion of the visit.

### 3.3.1 Protocol Guidelines for site Visits

The aim of a site visit to a veterinary school is to validate or clarify material in the self-evaluation report related to the 12 standards of the AVBC. The site visit team is expected to act in a collegial manner to provide an independent assessment of whether the veterinary school meets the 12 standards. The focus of the visit is to evaluate the school's performance on the 12 standards. There is to be no comparison with other institutions.

The composition of the team will provide a range of skills relating to academic and clinical veterinary science. It is important for members of the team to present a professional and non-confrontational approach. All material and discussions are confidential and should not be released or discussed with anyone outside the site visit team, the VSAAC Committee and the AVBC.

The aim of the site visit team should be to reach consensus decisions. If there is a divided vote, the Chair will cast the final vote. There may be occasions when an individual team member disagrees with the view of the rest of the team. The Chair will aim for the team to reach agreement but finally the decision of the Chair will prevail and final reports must then be supported by all members of the site team.

At the meeting of the full site visit team held after completion of the school visit and prior to delivering the verbal report to the Dean and then the Vice-Chancellor, standards are assessed as being met, having minor deficiencies or as being non-compliant. This is decided by a vote among eligible members of the visiting team which addresses whether the standards are currently met. In the case of an even split vote, the Chair has a casting vote. If this was to occur the Chair would report this fact to AVBC. After the visit is completed, feedback on the conduct of the visit is gathered by the Chair from the visiting team members and recorded by the Executive Director. This is used to inform the conduct of subsequent school visits.

### 3.3.2 Dress Code and Behaviour of Site Visit Teams

- The site visit team must be formally attired, with a coat and tie (or equivalent for women) during the visit and a suit to meet with the Vice Chancellor. At other times the site visit team should be appropriately attired including appropriate footwear.
- The site team must remain together as a group. No team member should separate from the group and undertake individual investigations or conversations during the formal visit, except where the team divides at the discretion of the Chair. There should be no confrontation with any of the staff during the visit. If there is evidence of staff becoming angry or upset, members of the site visit team should not pursue the line of questioning.
- There should be no use of mobile phones, electronic tablet devices, smart phones or laptop computers to work

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- on personal emails or data during interviews with staff or on tours of the veterinary school.
- If a site visit team member requires additional information, this should be communicated to the Chair or AVBC Staff member of the site team who will convey the information to the Dean.
  - A notebook should be taken with each team member to record areas of concern or of strengths related to the 12 standards.
  - In the various meetings, the Chair will normally open the session and then invite the designated person on the site visit team who has leadership in relation to a particular standard to ask questions, followed by the backup person. After this, any team member can address questions to any of the faculty or school members present. The focus of all questions must be related to the 12 standards and in particular the student experience. Such questions may be on any aspects of the standards. Questions should be used exclusively to seek clarification of issues that relate to the 12 standards and that are unclear from the SER.
  - Punctuality is important in all meetings and the Chair is responsible for ensuring that meetings commence and finish according to the timetable.
  - All site visit team members should have read and made notations on the SER.
  - When questions are asked, time must be given for a full response by the faculty/school member and notes should be taken of the areas of response that may need to be included in the report of the site visit team.
  - When meeting with students, it is important that they be asked for their views of the positive aspects of their education prior to any questions that would seek information as to how the program could be improved.
  - With postgraduate students, interns and residents, questioning should determine how they are involved in teaching students including interactions within the veterinary teaching hospitals.

Confidential meetings are provided during the site visit for students or staff to meet with the site visit team. In such meetings, site visit team members do not ask questions (except to obtain clarification) but do allow people to speak about what is on their mind.

### 3.3.3 Behavioural Guidelines for Site Visit Team Members

- Do not comment to staff or students on how the Faculty/School is doing.
- Do not comment on the hours that the VSAAC site visit team has been working.
- Do not comment in relation to outcomes of the visit.
- Do not make value statements, e.g. this is a great program.
- Be positive at all times.
- Be on time.
- Ensure that the primary writer for each standard has sufficient notes on strengths and recommendations about the standard(s) for which he/she is responsible.

## 3.4 Oral Report

At the end of the visit the site team provides a summary of the strengths and weaknesses of the school in relation to the AVBC standards with the Dean and if the Dean elects, the senior staff of the school. Following this the site visit team reports to the chief executive of the university and the chair of the site visit team outlines the next steps of the accreditation process. A site visit team makes no announcement concerning accreditation, as this is a decision to be taken by the members of AVBC.

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## 3.5 Formal Report

Within a week of completion of a visit, a draft report is completed by the Chair with the assistance of the AVBC Executive Director.

Each visit team member is responsible for preparing an unambiguous commentary noting any strengths and deficiencies relating to the standards for which they are responsible. Visiting team members are provided with a digital template (see Annex 11) to assist with the compilation of their reports to ensure a consistent format and that no topic is omitted. The Chair has overall responsibility for the final report.

The Chair's introduction in the report will cover the adequacy of the program as assessed against the standards. This section will include the recommendations for change where appropriate. It will also include recommendations for an interim site visit should this be considered necessary and the time by which this should occur.

Each standard will be evaluated in a section of the report and each section may include a list of recommendations. The report indicates ways in which the school complies, substantially complies or does not comply with the standard's requirements. Recommendations are written with enough detail to be helpful to team members on subsequent site visits as well as the current university administration.

The resultant draft is forwarded to the veterinary school which is invited to comment on its factual accuracy. The draft report with comments from the Dean should be returned to the Chair within 2 weeks of the site visit. A request is also made for staff of the school to provide feedback on the conduct of the school visit.

The Chair finalises the report after considering any school comments and after checking with the site visit team on any contested facts. The report and associated recommendations are then forwarded to the Vice-Chancellor of the university for comment and copies of the final report are sent to members of the VSAAC site visit team.

Within 14 days the university may ask:

- (1) that the site team's report and recommendations be forwarded to the AVBC without further comment from the university;
- (2) that the site team's report and recommendations be forwarded to the AVBC together with further comment from the university; or, alternatively
- (3) that there be an independent review of the report.

## 3.6 Review of a Site Team Report

Where the university formally requests that a review be convened, the university should specify those aspects of the process or visiting team's recommendations with which it is dissatisfied. AVBC at its discretion will decide whether a review will be conducted after consulting with the visit team regarding the request. Should a review be required, AVBC in consultation with the university will then select an appropriately qualified person to act as reviewer.

The reviewer considers the VSAAC report and recommendations, and the comments and responses of the veterinary school and the university. He or she may seek further information from the site visit team, the AVBC, the veterinary school, or the university. The reviewer then prepares a report and provides a copy to the university and the AVBC. The report of a review, in addition to the final report of the site visit inspection, and the university's objections will be fully considered by the AVBC member boards in reaching their final decision on accreditation.

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## 3.7 Final Decision on Accreditation

Provided there is no need for a review, the report of evaluation developed by the site visit team, which includes the comments of the team members and the related SER are the sole basis for the accreditation decision rendered by the AVBC.

Within two months of the visit, the final report with a recommendation for classification of accreditation is sent to AVBC. The final report is then sent to the AVBC member boards who have up to 4 months to review the report independently and provide feedback to AVBC prior to the final decision on accreditation by AVBC.

Once the member board reaches agreement on the recommendations of the report, it will communicate its decision to the AVBC office or empower its representative to vote on the board's behalf at the AVBC meeting where the accreditation is discussed.

At the AVBC meeting, the Chair of VSAAC or site visit team Chair where required, presents the evaluation report, related comment, and a recommendation for classification of accreditation. The Chair and/or the EO of AVBC also provide comment on the conduct of the visit. After discussion and full review of the report, the Council may revise the report and ultimately assigns a classification of accreditation to the veterinary school by a majority vote. The decision is normally made without consideration of events (apart from any review) that occur subsequent to the site visit.

Anyone present at the meeting who has a conflict of interest with the veterinary school under consideration must declare it and the matter must be resolved and recorded, before discussion and voting that leads to accreditation actions.

Following the decision of the AVBC, the VSAAC or site visit team Chair notifies the dean via telephone of the accreditation decision. Within 30 days after the decision of the AVBC, the dean and Vice Chancellor will be sent a letter documenting the accreditation status of the school and the principal findings detailed in the report of evaluation. A formal statement of classification signed by the VSAAC or site visit team Chair accompanies the letter and the report.

A letter requesting that the Vice Chancellor provide any comments on the conduct of the VSAAC visit to AVBC within two months should accompany the VSAAC visitation report. The letter should also advise that annual reports are required to report on progress following the receipt of the visitation report. A copy of the final visit report and the feedback report from the Vice Chancellor should be sent to all registration boards, the RCVS and to the SAVC.

If required, such as when annual reports appear unsatisfactory, further recommendations for action as agreed by VSAAC and by the members of AVBC should be sent to the Vice Chancellor by the chair of VSAAC.

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## 4 CLASSIFICATION OF ACCREDITATION

The decision whether to grant the accreditation to a veterinary program is entirely at the discretion of the AVBC and there is no obligation whatsoever on the AVBC to grant accreditation to a veterinary program.

(The following procedure is based on the AVMA Accreditation Classifications)

Options for decisions on accreditation of veterinary programs are:

### 4.1 Accredited

An accreditation status granted to a school that has no deficiencies in any of the AVBC Standards. Accreditation is granted for a period of up to seven years. The AVBC reserves the right to revisit a school granted accreditation subject to annual reporting requirements. If the annual reports are satisfactory, re-accreditation will be subject to an on-site assessment in the seventh year.

### 4.2 Accredited with Minor Deficiencies

An accreditation status granted to a school that has one or more minor deficiencies in one or more of the AVBC Standards of Accreditation. Minor deficiencies have minimal or no effect on student learning or safety. Minor deficiencies are readily corrected in one year and MUST be corrected in one year to avoid a change in accreditation status. The school is required to submit a plan to AVBC within 30 days of the status notification. The plan must outline steps to correct the deficiencies and provide a time table for completion. Progress reports to AVBC are required every six months, one being the annual report. If at, or before, the end of one year, the school provides evidence that the deficiencies have been corrected, the school may be granted Accredited status for the remainder of the accreditation cycle, as determined by VSAAC at one of its regularly scheduled meetings. If minor deficiencies are not corrected within one year, the school will be placed on Probationary Accreditation for one additional year.

### 4.3 Probationary Accreditation

An accreditation status granted to a school that has one or more major deficiencies in one or more AVBC Standards. Major deficiencies have more than minimal impact on student learning or safety. These deficiencies MUST be corrected in two years. This is not an adverse decision. The school is required to submit a plan to AVBC within 30 days of the status notification. The plan outlines steps to correct deficiencies and provides a time table for completion. Progress reports to AVBC are required every six months, one being the annual report.

If at, or before the end of the two-year period, deficiencies have been corrected and there is evidence to support full compliance, the school may be granted Accredited status for the remainder of the accreditation cycle, as determined by AVBC at one of its regularly scheduled meetings.

A school that fails to correct minor deficiencies during one additional year on Probationary status or major deficiencies within two years will be placed on Terminal Accreditation unless an Extension for Good Cause is granted (see Annex 14) or pending an appeal. Progress reports are required every six months.

#### 4.3.1 Procedures for Schools with the Classification of Probationary Accreditation

During the period of Probationary accreditation, AVBC may appoint a team to visit the school to report on the progress toward accredited status. When time is necessary to correct deficiencies (construction or major renovation of physical facilities), and if

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the school has presented evidence that it is making acceptable progress toward accredited status at the end of two years, Probationary accreditation may be extended for good cause.

A Letter of Intent to Place on Terminal Accreditation is an official letter from AVBC warning the school that the accreditation status may move to Terminal Accreditation if the correction of deficiencies is not completed in the time specified. The letter is sent to the school in the 18th month of Probationary Accreditation. This is not an accreditation status.

At the end of an assigned period of Probationary accreditation, or earlier at the invitation of the school, VSAAC will conduct a comprehensive site visit, a focused site visit, or determine that no site visit is necessary to determine the compliance of the school with the standard in question. On the basis of this evaluation AVBC must:

- Award Accredited status
- Continue Probationary Accreditation for good cause, or
- Assign Terminal Accreditation following written due process, or
- Withdraw accreditation

## 4.4 Terminal Accreditation

If a previously accredited school is unable to comply with AVBC Standards it will be placed on Terminal Accreditation. It is an accreditation status assigned to a school that is unable to correct deficiencies within the specified time period. This is an adverse accreditation decision. Due process will be initiated prior to a final decision. The school may respond in writing within 30 days of notification of the adverse action. The purpose of terminal accreditation is to protect the quality of education of currently enrolled veterinary students in the period in which the veterinary school closes its operations.

In addition to the circumstances noted above which may result in a program being placed on Terminal Accreditation or if a program voluntarily closes, AVBC may revoke accreditation, when evidence indicates that the number or severity of deficiencies in the program with regards to complying with each of the accreditation Standards cannot be corrected before the admission of the next first-year class. "**Procedures for Schools with the Classification of Terminal Accreditation**" must be followed to protect the interests of enrolled students.

### 4.4.1 Procedures for Schools with the Classification of Terminal Accreditation

- (1) The classification of terminal accreditation is intended to protect enrolled students from the disadvantage of graduating from a non-accredited school and may continue no longer than necessary to protect the educational interests of such students.
- (2) The Dean of the school and the Vice-Chancellor of the university are notified immediately in writing of the classification of terminal status and the reasons for this decision.
- (3) Not later than 14 days after the date of receipt of notification of the classification of terminal accreditation, the school may request an independent review as described in the *AVBC Accreditation Standards*.
- (4) During the first 6 months after the assignment of terminal accreditation, the school must submit a detailed plan describing how it will ensure that the educational interests of currently enrolled students will be met.
- (5) In June of each year that the school holds terminal accreditation status, the school will provide a detailed report to the AVBC describing how the plan is being followed and how it has been altered with respect to students who entered when the program held full or limited accreditation status.
- (6) To maintain terminal accreditation status, the school must:
  - (i) Immediately cease enrollment of additional students;

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- (ii) Commit resources adequate to complete the education of currently enrolled students;
  - (iii) Ensure that deficiencies cited do not worsen.
- (7) During a period of terminal accreditation, representatives from AVBC will visit the school annually and report on whether the school is meeting the conditions for terminal accreditation. The reported information and that furnished in writing by the school will be considered by AVBC to determine if terminal accreditation should continue. Following a period of terminal accreditation, the classification of accreditation withheld will be assigned.

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## 5 REASONABLE ASSURANCE AND PROVISIONAL ACCREDITATION

(The following procedure is based on the AVMA Reasonable Assurance and Provisional Accreditation procedure)

### 5.1 Reasonable Assurance

The AVBC may at its sole discretion offer consultation to any University seeking Reasonable Assurance or wishing to create a new veterinary school. Reasonable Assurance is not a pre-accreditation action by VSAAC and does not confer accreditation of any kind on a developing program.

Upon request, Reasonable Assurance evaluations and site visits for proposed programs are conducted using the methodology used for established accredited programs. The self-evaluation report, the site visit and the report of the evaluation address the standard requirements based on plans and existing resources such as budgets, facilities, teaching and administrative staff. A Reasonable Assurance evaluation is based on planned action and preliminary arrangements subject to the VSAAC deeming the implementation of such planned actions to be reasonable, pragmatic and feasible within appropriate time frames.

A veterinary school is considered eligible to apply for a “Letter of Reasonable Assurance” if the parent institution:

- (1) is legally authorised to confer a degree, and
- (2) employs a veterinarian as dean of the veterinary school.

A formal letter of application from the Vice Chancellor through the veterinary school must be submitted to AVBC to begin the process of obtaining a letter of Reasonable Assurance. The School must submit a self-evaluation document as outlined in the *AVBC Accreditation Standards* document that addresses each standard. Through its self-evaluation report, the School must address business and educational plans. Programs must address each standard by carefully describing how compliance with that standard will be assured. The self-evaluation document and information gained on site are the basis for the Reasonable Assurance evaluation by VSAAC and a decision to grant Reasonable Assurance is made by the full Council of the AVBC.

A veterinary school granted Reasonable Assurance must offer admission to its first intake of students within 3 years. A School that delays offering admission to its first intake beyond 3 years after being granted reasonable assurance must submit a new formal letter of application to AVBC.

A letter may be granted to a University indicating that there is reasonable assurance of future accreditation of a developing veterinary school, if such a school is established according to detailed plans presented to AVBC, and if these plans demonstrate intent and a realistic plan to comply with the Standards of Accreditation. Reasonable Assurance may lead to Provisional Accreditation. Reasonable Assurance may be renewed annually by the AVBC for a maximum of three years based on progress documented in writing twice a year (January and July). If a developing University granted Reasonable Assurance fails to continue to demonstrate that its plan to develop its program will comply with the Standards, or if the program significantly changes its plan without notifying the AVBC, the AVBC may withdraw the classification of Reasonable Assurance.

### 5.2 Provisional Accreditation

A veterinary school granted Reasonable Assurance which is still in effect, will be granted Provisional Accreditation status on the date the initial class is admitted. The school must provide evidence to assure future compliance with each Standard. The semi-annual reports must provide that evidence, and AVBC may request additional information and documentation. Additional evidence is collected and evaluated through site visits. Provisional Accreditation status may be granted for no more than six years. If a developing program has been assigned Provisional Accreditation but does not provide continuing evidence that its



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program will comply with the Standards and its plan, or if it has been on Provisional Accreditation status for six years, it may be placed on Terminal Accreditation and be required to follow the procedures outlined for that accreditation, thereby protecting the interests of enrolled students.

During the second year of an initial class a full site visit is conducted by VSAAC to determine whether a program is making progress in complying with the standards. The Report of Evaluation from that site visit will clearly describe and identify compliance and/or non-compliance with each standard at the time of the site visit. If the AVBC through VSAAC determines that deficiencies are severe and compliance with the standards is unlikely, AVBC may withdraw accreditation. If VSAAC determines that the program is making reasonable progress in complying with the standards, Provisional Accreditation may be continued.

A site visit may be conducted at any time during the developmental period (i.e. the period from granting Reasonable Assurance to granting Full Accreditation) at the invitation of the school. A full site visit must be conducted during the final year of the initial intake. If the AVBC determines that the School is in compliance with each standard, an accreditation status, as per Section 4 will be granted.

Programs that make reasonable progress in complying with the standards during the developmental period may have Provisional Accreditation status extended (but not for more than six years). There may be cause for VSAAC to impose new or additional conditions on the existing accreditation status. If VSAAC determines that deficiencies are severe and compliance with the standards is unlikely, the School may have its accreditation revoked.

The full meeting of AVBC utilises the SER, site visit findings, and Report of Evaluation to determine the appropriateness of granting Reasonable Assurance, Provisional Accreditation, or an accreditation status, as per Section 4, subject to periodic reporting requirements. Once Reasonable Assurance or Provisional Accreditation is granted, interim reports are required semi-annually to monitor the program's progress in complying with the standards. In particular, changes in business or educational plans must be addressed in detail.

Provisional Accreditation status may remain in effect for no more than five years if the program complies with the necessary requirements. Reasonable Assurance or Provisional Accreditation may be withdrawn at any time during development if VSAAC determines the School is unlikely to comply with one or more standards.

Decisions on granting Reasonable Assurance, Provisional Accreditation or an accreditation status, as per Section 4, for site visits that occurred less than 90 days prior to the next scheduled AVBC meeting will usually be deferred to the following meeting. The AVBC meets 5 to 6 times annually.

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## 6 FOCUSED SITE VISITS

### 6.1 Introduction

Veterinary schools granted probationary accreditation by AVBC may be the subject of a focused site visit. During the term of probationary accreditation, a team may be appointed to visit the school to report on progress toward accredited status. A focused site visit may be carried out at the end of an assigned period of probationary accreditation, or earlier at the invitation of the school, to determine the compliance of the school with the standard in question.

Focused site visits may also be requested by AVBC when annual/interim reports from a veterinary school, or other information obtained by AVBC, indicate that it is likely that a school has become non-compliant with a standard.

### 6.2 The Nature of a Focused Site Visit

The arrangements for these visits are generally similar to those for a normal site visit but with the following exceptions:

- The self-evaluation report may be required to address only the non-compliant standards
- A visit team that is reduced in size is normally used, with members selected to provide expertise to review the standards that were previously non-compliant
- The length of the visit may be shorter than that required for a full visit
- Fully compliant standards are not normally re-examined at focused site visits.

### 6.3 Outcomes

Based upon the outcomes of a focused site visit, AVBC may resolve:

- No change in status; or
- Extension of Probationary Accreditation for good cause; or
- Terminal accreditation following written due process; or
- Withdrawal of accreditation; or
- Full accreditation for the remainder of the accreditation period.

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## 7 STANDARDS FOR ACCREDITATION

The AVBC evaluates the Australian and New Zealand schools of veterinary science on the basis of compliance with the standards detailed in this chapter. AVBC requires evidence that compliance with all 12 standards are attained. The AVBC informs its decision based on the report provided by VSAAC that focuses on how the school meets the standards. The report combines material contained in the school's self-evaluation report, and the findings of the VSAAC review team during a site visit to the school. AVBC recognises that much of the material provided in the self-evaluation document is focused on inputs to education. Evidence must be shown clearly and unequivocally that each standard is being met or exceeded and that the attainment of this goal has led to the achievement of outcomes and objectives defined in the school's mission and to confidence that graduates will continuously meet legislative requirements and community expectations.

AVBC supports the value of diversity in the approach of veterinary schools to the veterinary curriculum. Veterinary schools are required to define their own objectives which must meet the AVBC standards. It is the veterinary school's responsibility to develop and implement a curriculum which achieves the AVBC standards. Proper internal processes are required to monitor the implementation of the curriculum and to make appropriate alterations as requirements change.

AVBC supports the view that the overall goal of basic veterinary education is to produce generalist veterinary graduates with an appropriate foundation to practise safely and effectively in any branch of veterinary science. Knowledge and skills must be firmly based on scientific principles, and graduates that have developed appropriate professional attitudes and attributes are required.

Graduates must recognise the need and be equipped to further develop their knowledge and skills through theoretical and in-service training, beginning in the first year after graduation and continuing throughout their professional careers.

This document is revised annually by VSAAC in its report to AVBC, after considering contemporary issues in veterinary education and international best practice. The Committee will review two standards in detail each year. VSAAC acknowledges the use of relevant material from documents developed by the RCVS, EAEVE and the AVMA in developing and reviewing these standards.

### Standard 1 - Organisation

The school must describe how its organisation contributes to the achievement of its mission. It must demonstrate that it is effectively governed and managed. The school must have a strategic plan and an operating plan.

#### 1.1 Autonomy of Operation

The school must be a major administrative division of a registered higher education provider or have legal recognition by the jurisdiction in which it is located. It must have the same recognition, status and autonomy as other professional programs in the higher education institution. The school must be able to obtain and direct resources to achieve its mission. Clear and direct lines of responsibility for delivering and resourcing the curriculum must be evident.

The Dean, Head or Principal must be a locally registered veterinarian and must be able to obtain and direct resources for the veterinary program. The staff 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 university staff registered veterinarian must have oversight of all clinical education provided.

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## 1.2 Governance and Management

The governance of the school and its management structures and functions must be defined and understood by all stakeholders. This definition must encompass the school's internal relationships, relationships with the university and with the school's external providers.

Governance and management of risk assessment, workplace health and safety, statutory obligations and human resources, animal care and management policies must be at best practice standards as applied in Australia and New Zealand (e.g. those set by AICD or the NZ Institute of Directors).

The composition, terms of reference, powers, reporting relationships, representation of relevant groups, and decisions must be documented for all committees and delegated authorities.

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 be able to assure the AVBC of the continuity of core partnerships for curriculum delivery.

The school 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 - Finances

Finances and financial management expertise must be shown to be adequate to sustain the veterinary educational program and implement the veterinary school's mission. The school and university must provide reasonable evidence to AVBC that finances to sustain the veterinary program are secure for the next 7 years.

Sufficient funds must be allocated for the acquisition and maintenance of buildings and equipment.

Clinical services, field services and teaching hospitals, whether owned by the school or an outside provider, must function as instructional resources. The essential requirement for clinical instruction must prevail when balanced against the need for financial self-sufficiency of clinical and teaching services.

## Standard 3 - Facilities and Equipment

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

Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number, size and equipped for the instructional purposes and must be well maintained. Ready access to adequate study, recreation, locker and food services facilities is required for students.

Offices, teaching preparation and research laboratories must be sufficient for the needs of the academic and support staff.

Facilities must comply with all relevant jurisdictional legislation including health, safety, biosecurity and animal care standards in Australia and New Zealand, or if located outside of these countries, meet the minimum Australian and New Zealand standards.

The institutions' livestock facilities, animal housing, core clinical teaching facilities and equipment must:

- be sufficient in capacity,
- be of a high standard and well maintained, (e.g. be compliant with NHMRC code).
- be fit for purpose,

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- promote best husbandry, welfare and management practices
  - ensure relevant biosecurity and biocontainment
  - be designed to enhance learning

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

### 3.1 Clinical Teaching Facilities

Core clinical teaching facilities may be provided on campus or externally. The school must ensure standards of these clinics are suitable for learning best veterinary practice, through regular review.

Distributed core clinical sites must provide dedicated learning spaces including adequate internet access.

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. (Operational policies and procedures (such as emergency procedures, first aid procedures, restrictions to access, environmental dangers, isolation procedures) must be 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 accepted modern methods for prevention of spread of infectious agents.

## Standard 4 – Animal Resources

### Pre-Clinical and Skills Teaching

Normal and diseased animals of various domestic, native and exotic species must be available for students to develop their pre-clinical and clinical skills. This includes a sufficient, reliable supply of live animals, cadavers and teaching materials of animal origin to enable students to develop expertise in necropsy, food hygiene and veterinary public health including access to abattoirs.

The school must provide supervised access to, and hands-on experience with, a sufficient number and variety of animals of the main domestic species to ensure that students become competent in their handling and develop knowledge of their husbandry and behaviour.

Schools must demonstrate that students are competent in animal handling relevant to the workplace learning and clinical work to be undertaken. Students must be briefed on health and safety matters before beginning their placements.

Veterinary schools must either maintain herds or flocks of teaching animals of the main large animal species (cattle, sheep, pigs and horses) or arrange right of use at readily accessible premises.

### Clinical Skills Teaching

The school may develop competency statements for the achievement of clinical skills to prepare graduates for entry level veterinary practice.

The school must provide evidence that the quality, quantity and diversity of caseload are sufficient to support high quality clinical instruction that provides students with knowledge, skills, professional attributes and learning strategies to prepare them for entry level practice.

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Adequate clinical material must be available, including all of the major species relevant to veterinary practice in Australia and New Zealand, and other species such as wildlife, rodents, birds and fish. It is essential that a diverse caseload of hospitalised patients, outpatients, field service/ambulatory clinic patients and herd health/production medicine cases is provided, whether through intramural services, and/or contracted placements. Practical, hands-on clinical instruction and experience must account for at least 30 per cent of the entire curriculum.

Experience can include exposure to clinical education at external sites, provided the school quality assures these clinical experiences and educational outcomes to at least the same standard as university owned facilities. Further, such clinical experiences should occur in a setting that provides access to subject matter experts at the appropriate level, reference resources, modern and complete clinical laboratories, advanced diagnostic instrumentation and ready confirmation (including necropsy). Such examples could include a contractual arrangement with nearby practitioners who serve as adjunct faculty members and off-campus field practice centres. The teaching hospital(s) shall provide nursing care and instruction in nursing procedures.

Medical records must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching, research, and service programs of the school.

## Standard 5 - Information Resources

Libraries and information retrieval are essential to veterinary medical education, research, public service, and continuing education. Timely access to information resources, whether through print, electronic media or other means, must be available to students and faculty. The library must be administered by a qualified librarian. The school must have access to the human and physical resources necessary for development of instructional materials.

The school must provide students with unimpeded access to information resources which include scientific and other relevant literature, internet and internal study resources, and equipment for the development of procedural skills (e.g. models). It will demonstrate how the use of these resources is aligned with the pedagogical environment and learning outcomes within the program and have mechanisms in place to evaluate the teaching value of innovations in learning resources.

## Standard 6 - Students and Learning support

The number of professional veterinary degree students must be consistent with the resources and the mission of the school.

Veterinary schools should establish post-graduate programs such as internships, residencies and advanced degrees (e.g., MSc, PhD), that complement and strengthen the professional program.

Provisions must be made, by either the University or School, to support the physical, emotional and welfare needs of students. This includes, but is not limited to, learning support and counselling services, careers advice, and fair and transparent processes for dealing with student harassment, illness, impairment and disability during the program. This shall include provision of reasonable accommodations for disabled students and support for students from nominated equity and diversity groups, consistent with all relevant disability, discrimination and/or human rights legislation.

There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).

Mechanisms must be in place by which students can convey their needs and wants to the School.

Each school must provide students a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding compliance of the school with the AVBC standards for accreditation. This feedback must be made available to AVBC as part of the Annual Report.

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## Standard 7 - Admission and Progression

The student selection criteria must be consistent with the mission of the school. The number of students admitted must be consistent with the resources available to the school.

In relation to enrolment, the school must provide accurate information in advertisements regarding the educational program by providing clear and current information for prospective students. Information provided must include:

- the purpose and goals of the program;
- admission requirements and procedures;
- degree requirements;
- clearly stated information on tuition and fees along with procedures for withdrawal;
- necessary information for financial aid programs;
- an accurate academic calendar; and
- the accreditation status of the degree course (by AVBC and other relevant accrediting bodies).

And for postgraduate veterinary professional programs;

- the prerequisites for entry to the veterinary program, which must include foundational biological sciences upon which the professional education can be built.

The selection criteria must be clearly defined, consistent, defensible and, except where explicit affirmative action in favour of nominated equity and diversity groups is used, free of discrimination or bias. An accurate description of the selection criteria and processes must be published and readily available to potential students. The school must regularly review and reflect on the selection processes to ensure they are appropriate for students to successfully complete the program.

The school must have clear strategies for managing the selection of equity and diversity groups.

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

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

### 7.1 Students with a Disability

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

### 7.2 Students from a non-English Speaking Background

Schools must demonstrate that students are competent in the language of instruction at their point of entry to the program. Where English is the language of instruction, this will normally include a formal assessment of English language competency for students whose primary language is not English. Accredited schools outside of Australia and New Zealand that do not conduct all instruction in English are considered to produce graduates whose English language skills are unknown to the AVBC. AVBC member veterinary registration boards in Australia and New Zealand will be notified of this fact. Registration boards are advised of AVBC minimum standards for English competency and these may be accessed on the AVBC website.

### 7.3 Credit for Prior Learning

Clear processes must be in place to manage applications to provide credit for prior learning.

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## 7.4 Student Progression

The basis for decisions on academic progression must be explicit and readily available to the students. 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 (including areas such as: practical animal handling and client communication).

The School must have mechanisms in place to monitor attrition and progression and be able to rectify problems as required.

## 7.5 Misconduct and Exclusion

Policies and procedures for dealing with student misconduct and poor academic performance should be explicit. The process for exclusion of students should be explicit.

## 7.6 Appeals

Policies for managing appeals against academic decisions, including admissions and progression decisions, must be transparent and publicly available.

# Standard 8 - Academic and Support Staff

The total number, qualifications and teaching skills of academic and support staff must be sufficient and appropriate to deliver the educational program and fulfil the school's mission.

Staff members who participate in teaching must display competence and effective teaching skills in relevant aspects of the curriculum, regardless of whether they are full or part time, residents, interns or postgraduate students, adjuncts or off-campus contracted teachers

Academic positions must offer the security and benefits necessary to maintain stability, morale, continuity, and competence of the academic staff. Academic staff should have a managed workload of teaching, research and service and they must have reasonable opportunity and resources for participation in scholarly activities.

The veterinary school must provide evidence that it utilises a well-defined and comprehensive program for the professional growth and development of staff; including formal appraisal and informal mentoring procedures, especially for junior academic staff.

The school must be able to demonstrate that it has a program for staff development in tertiary teaching theory/practice, and how that program is managed.

Promotion criteria must be equitable, clear and explicit, and place 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 9 - Curriculum

The curriculum must be designed, resourced and managed to ensure all graduates understand the biological principles and processes of veterinary significance, meet AVBC Graduate Attributes and RCVS Day 1 competences, and have skills that are consistent with the mission of the school.

The learning outcomes for the program must form a cohesive, well-articulated framework which:

- underpins and ensures the effective alignment of all content, teaching, learning and assessment activities of the degree program;



- 
- forms the basis for explicit statements of the objectives and learning outcomes of individual units of study;
  - are communicated to staff and students; and
  - are reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.

## 9.1 Management

The school must have a formally-constituted committee, with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The majority of the members of the committee must be full-time academic staff and it must include student representation. The committee must:

- determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum,
- oversee quality assurance of the curriculum,
- regularly review the curriculum and, where necessary, make changes,
- review the curriculum as a whole at least every seven (7) years.

The school must demonstrate that it implements a plan to develop expertise in tertiary teaching theory/practice for all teachers.

## 9.2 Content

The curriculum must be constructed in an orderly and concise manner to ensure that graduates achieve:

- The ability to recognise and advise on normal animal husbandry and management;
- Knowledge of the structure, function and homeostasis, pathophysiology and mechanisms of disease, and the natural history and clinical manifestations of important animal diseases.
- Expertise in medicine, surgery, and anaesthesia applicable to a broad range of common species. Students must develop entry-level skills in physical examination and laboratory diagnostic techniques and interpretation (including clinical pathology, diagnostic imaging and necropsy), therapy (including surgery and pharmacotherapeutics), patient management and care (including intensive care, emergency medicine, and isolation procedures) and preventative medicine for individual animals, herds, flocks and other populations.
- Knowledge, skills, values, attitudes and behaviours necessary to promote animal health and wellbeing, within changing societal expectations.
- 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.
- Entry level capability (to OIE standards) 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.
- Professional skills in:
  - problem solving;
  - evidence-based decision-making and data and information management;
  - communication ;
  - ethics, professional conduct and delivery of professional services to the public, including understanding the needs of a range of diverse clients and stakeholders;
  - personal and business finances and management; and
  - self-management, including identifying and meeting personal learning needs, maintaining wellbeing and professional relationships.

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### 9.3 Extra Mural Studies (EMS or Workplace Learning)

Workplace learning placements must have learning outcomes that contribute to the attainment of graduate attributes with associated assessments. Mechanisms to allow workplace learning providers to critique the workplace learning program are required. Academic staff must be responsible for the overall supervision of all types of workplace learning. The School must have processes to liaise with workplace learning providers and ensure that all students secure required placements.

The School must provide workplace learning opportunities in animal husbandry practical work to develop students' competence in animal management and understanding farm systems. Preclinical training in animal husbandry can include working with domesticated and non-domesticated animals.

The clinical teaching program must be supported by extramural clinical activities in which students actively participate in the workup, management and treatment of patients.

There must be a system in place to enable EMS providers to provide feedback to the school on the performance of students during EMS and on the EMS program.

## Standard 10 - Assessment

***The decision on whether students can progress and ultimately graduate is a serious matter as they are entering into a social contract with the public through entry to the profession. The decision must be based on appropriate assessment of the required broad range of professional and technical skills, knowledge, and attributes demanded of a professional. Assessment policies, methods, standards and quality assurance must be appropriate for admission to the veterinary profession.***

### 10.1 Management

The institution must ensure that there is a clearly identified structure within the school showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the program towards entry level competence.

### 10.2 Policy and Regulation

The assessment tasks and grading criteria for each unit of study in the program must be clearly identified, and available to students in a timely manner well in advance of the assessment.

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

Mechanisms for students to appeal against assessment outcomes must be explicit.

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

### 10.3 Assessment methods and design

Program learning outcomes covering the full range of professional skills and attributes must form the basis for assessment design and underpin decisions on progression.

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

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

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. Formative and summative assessment methods must comprise a variety of approaches and must be appropriate to the domain being assessed. 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.

#### 10.4 Assessment standards and quality assurance

There must be procedures in place to ensure 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, post-marking moderation processes and retrospective evaluation.

Schools must have appropriate moderation processes in place to ensure parity within and between individual units of study, across the program, with other institutions; and to ensure that each student is fairly treated.

The school must be able to demonstrate that there are appropriate measures in place to ensure that grades awarded reflect an appropriate standard of performance by students against the relevant learning objectives.

### Standard 11 - Research Programs, Continuing and Higher Degree Education

The veterinary school must demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary degree program through research-led teaching.

All students must be trained in scientific method and research techniques relevant to evidence-based veterinary medicine.

Veterinary students must have opportunities to observe and participate in research programs as mandatory or elective components of their curriculum.

Veterinary schools must provide advanced postgraduate degree programs, internships, residencies and continuing education programs that complement and strengthen the veterinary degree program and are relevant to the needs of the profession and community. Any programs, and the numbers of students in them, must be commensurate with the facilities, clinical and other resources and staff.

This standard covers all training provided by the veterinary school other than the registerable veterinary degree such as postgraduate coursework, PhD courses, research training programs, and training for the Australian and New Zealand College of Veterinary Scientists examinations or similar examinations run by the European or American Colleges related to specialist qualifications.

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## Standard 12 - Outcomes Assessment

The school must have mechanisms to gather data, on a regular and routine basis, to demonstrate that its institutional and educational objectives are being met.

Specifically, the school must provide evidence that its:

- mission is being achieved;
- strategic goals are appropriate;
- progress is being made towards achieving those goals; and
- veterinary program is subject to internal and external evaluation and validation processes by long feedback loops (e.g. graduate destination surveys, employment rates and employer surveys) in addition to the short loops (e.g. unit of study evaluations) required under Standard 9.

The school must provide evidence that all of its graduates have (or for a new school, will have) achieved the level of competence required of an entry-level veterinarian (AVBC Attributes of Veterinary Graduates and RCVS Day 1 competences) and the program's stated learning outcomes. Direct observation to assess student competence in relevant skills must be used widely.

Procedures must be established to review this evidence and demonstrate implementation of change on the basis of such review. Outcomes of the review process must be communicated to relevant internal and external stakeholders.

In the case of a school that has yet to produce graduates, evidence must be presented to provide AVBC with reasonable assurance that the school's program outcomes will be achieved. Evidence such as how achieving the desired outcomes has been addressed in the program to date and the measures to be taken in the remainder of the program to ensure their achievement by the completion of the veterinary degree are required.

The school must also use and present a process for the continuous improvement of the quality of the veterinary program.

## ANNEX 1 - SCHEDULE FOR THE ASSESSMENT OF A VETERINARY SCHOOL

Timescale	Action
12 months prior to visit	Chair of VSAAC (and confirmed by AVBC Inc) writes to Dean and Vice-Chancellor to advise of process for re accreditation
On confirmation of participation from school	General visit guidelines to the Vice-Chancellor Specific procedures to the Dean
9 months prior to visit	Contact point at school nominated. Selection of the site visit team, with regard to skills, experience and gender balance.
4 months prior to visit	Dean draws up draft timetable for the visit based on VSAAC template (Annex 8). Dean provides a draft list of school attendees. AVBC provides list of members of visitation team to the Dean for feedback.
8 weeks prior to visit	Hard copies of the self-evaluation report prepared by school and sent to AVBC – please provide a copy for each team member. Electronic (Word) version also sent to AVBC.
4 weeks prior to visit	Draft visit timetable amended by Chair following review of the self-evaluation report. Dean provides online access to the program and units of study outlines.
2-4 weeks prior to visit	Teleconference of all site team members
2 weeks prior to visit	Dean lodges additional information with visitation secretary. Dean provides final timetable and confirmed list of attendees.
During visit	Draft report prepared daily and contents of draft and recommendations agreed before end of visit. Additional information web-based (if Wi-Fi supplied) or available in visitor's base room.
At the completion of visit	Executive summary and draft of full report provided to the School for checking for factual errors. Feedback on the conduct of the visit is gathered by the Chair from the visiting team members and recorded by the Executive Officer Director. A request is made for staff of the school to provide feedback on the conduct of the visit.
Within 2 weeks of receiving draft report	Draft report returned by the school with correction of any factual errors.
Within 6 weeks of completion of visit	Report and recommendations to the Vice Chancellor of the University for formal comment within 14 days (see Chapter 3.5).
Within 2 months of visit (may depending on timing of next meeting of AVBC members)	Final report (with VSAAC with recommendation for classification) and the feedback report from the Vice Chancellor sent to all registration boards for consideration.
Within 4 months of visit (may vary depending on timing of AVBC meeting) and immediately following the decision of the Council	Notify Dean via telephone
Within 30 days after AVBC meeting	Dean and vice-chancellor receive letter and formal statement indicating the accreditation status of the school and principal findings detailed in the report of evaluation. Notify a request for comments within 2 months and notification that an Annual and Interim Report (if applicable) of Progress will be requested.
Yearly after visit	School requested to submit a Report of action taken to meet Report's recommendations and also updates in relation to each of the standards for Registration Boards and the Executive Director of the AVBC

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## ANNEX 2 - GUIDE FOR THE PREPARATION OF THE SELF EVALUATION REPORT (SER)

This Annex provides guidance to the administration of the institution to be visited on how to prepare the self-evaluation report.

### General

The timely submission of a well-prepared report is an essential aspect of the self-evaluation process. Late submission or the submission of an incomplete report may result in the visit being postponed.

The self-evaluation report is the cornerstone of the evaluation process. The quality of the report is an indication of the quality of the institution.

Important points to note are:

- It is recommended that preparation of the self-evaluation report begins well in advance of the visit. It takes time to write, correct and add to the report which must reach the site visit team and AVBC at least **8 weeks** prior to the scheduled date of the visit.
- Therefore, it is recommended that preparation of the report begin about one year prior to the date of the visit.
- The report should be drafted under the responsibility of the Dean and a working party representing the institution's various categories of staff (administration, teaching, students, support staff and other groups concerned) should be engaged in the preparation of the report.
- The report should be as brief, concise and complete as possible. It should not be more than 50 total text pages (10 point Arial font) and supporting documentation not more than 50 pages. The authors should avoid using abbreviations, acronyms and unusual technical or administrative terms. The report should present evidence that the school has met each of the 12 standards listed in Chapter 7 of this document.
- The report should set out the school's objectives, describe its activities and accomplishments, note its strengths and weaknesses and state whether or not its objectives are being met. It is the result of an in-depth review of the institution, its departments and their activities. Each school should obtain outside opinion, including that of former students and other advisory groups as to whether it is achieving its objectives.
- Recommendations for improvements should be included under each heading. A lack of reflection on weaknesses or areas requiring improvement will be viewed with concern.

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## Report Layout

The sections below must be drafted in line with the guidelines and requirements set out as indicated below, with 14 sections and addressing the 12 standards.

Introduction

Objectives

Standard 1	Organisation
Standard 2	Finances
Standard 3	Facilities and Equipment
Standard 4	Animal Resources
Standard 5	Information Resources
Standard 6	Student and Learning Support
Standard 7	Admission and Progression
Standard 8	Academic and Support Staff
Standard 9	Curriculum
Standard 10	Assessment
Standard 11	Research Programs, Continuing and Higher Degree Education
Standard 12	Outcomes Assessment

In each standard there should be:

- Factual Information;
- Comments;
- Suggestions for Improvement.

All standards should be addressed in the self-evaluation report and all the questions in Annex 2 must receive a response.

If there is no activity in the school which corresponds to a paragraph or question, please state "not applicable".

## Recommendations for the Preparation of the Report

Brevity is required in the self-evaluation report and in the appendices. Reports should not be longer than 50 pages of text and 50 pages of support material. The dot points listed for each chapter provide guidance on the information that allows compliance with standards to be evaluated. It is not required that each of these is addressed if they are not relevant for a particular school.

Long, unnecessary lists of explanatory material are to be excluded from the core of the report; details can be systematically included as appendices. Specified supplementary material in 3.2.4 above should be provided in hard copy in the site visit team's base room.

Care should be taken not to include excessive extracts from official texts such as University Calendars.

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The section, "Objectives" must include the institution's general objectives (teaching, research, service, continuing and postgraduate education), not detailed curriculum objectives, which should be dealt with in Standard 7 ("Curriculum").

In presenting timetables, a clear distinction should be made between hours per student and hours per teacher, to avoid ambiguity.

It is important that:

- Appendices should follow the outline of the basic evaluation report
- The core report should always contain a cross-reference to the exact place in the relevant appendix of related material; and
- Information in the appendices must be carefully selected so that the report is not excessively lengthy and useful information is not swamped by large amounts of unnecessary detail.

In addition to the Self Evaluation Report, initial documentation as outlined in Section 3.2 (Chapter 3), of the AVBC Accreditation Standards is required.

## Dissemination of the Report

A hard copy of the report and supplementary information should be sent to each member of the visiting team, and two copies to AVBC **at least eight (8) weeks prior to the visit**. An electronic copy (in a current version of **Microsoft Word**) should also be forwarded to AVBC.

The report must be made available to staff of the veterinary school.

The school should ensure that the people scheduled to meet the site visit team are familiar with the self-evaluation report, particularly those parts that directly concern them.

The final report on a school is considered confidential to the member boards and Veterinary Schools Accreditation Advisory Committee of AVBC, international registering authorities and the school. It will only be released to other parties with the permission of the veterinary school to which it relates.

## Information to be Provided

Each chapter or section follows the same organisation in three parts, with the aim of sequentially obtaining different information:

- Factual information (lists, numerical data, descriptions)
- Comments
- Suggestions for improvements. Please add any suggestions for improvement in sequential order of importance as well as commenting on specific areas as indicated.

Answer all questions even if the response is 'not applicable'.

If you are unsure about how to respond to a question, consult the AVBC Executive Director.



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## Information to be provided in addition to the SER

The School is also required to provide (not included in the 50 pages of the Self-Evaluation Report):

- A list of current academic and non-academic staff positions, their FTE, teaching responsibilities, qualifications and departmental affiliations.
- A curriculum digest (handbook) containing:
  1. Information about subjects and rotations throughout the program:
    - Title, reference number, credit value, position in curriculum (year, semester), whether it is compulsory or elective
    - Formal description of the content of subjects; hours and modes of instruction
  2. A detailed timetable for each of year of the program,
  3. A map of the institution,
  4. References on the map to the various stages of and a suggested route for the visit of facilities, with departments or divisions, buildings and levels within them clearly indicated.

## Introduction

Please provide an outline of the main features of the history of the school in the period since the last evaluation visit or, if there has not been a previous visit, in the period since the veterinary degree began.

It should cover:

- response to the recommendations of the last VSAAC visit (if applicable)
- the main organisational changes
- new policies relating to teaching
- new buildings and major items of equipment
- main changes to the study program
- important decisions made by the management of the school, or by the authorities responsible for it
- changes in funding and major staffing changes
- major problems encountered by the school, whether resolved or not

## Objectives

### Factual Information

Indicate the school's mission and list of objectives.

- Who determines the objectives of the veterinary school?
- By what procedure are these revised?
- Is there a permanent system for assessing the achievement of the school's objectives?

If so, please describe it.

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## Comments

In your view, to what extent are the objectives achieved?

What, in your view, are the main strengths and weaknesses/challenges of the school?

## Suggestions for Improvement

If improvements are required, please list your suggestions for change in order of importance.

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# 1. Standard 1 - Organisation

**Refer to Chapter 7 for the requirements of this standard.**

## 1.1. Factual Information

Please provide the following information:

- (1) Details of the school:
  - (i) Name of the school:
  - (ii) Address,
  - (iii) Telephone
  - (iv) Email contact:
  - (v) Website:
  - (vi) Title and name of Dean, Principal or Head of School:
  - (vii) Is the school within a university? If so, address of the university.
  - (viii) Details of the authority overseeing the school and under which it operates:
- (2) Provide a diagram of the administrative structures showing the school in relation to the university or overseeing authority
- (3) Provide a diagram of the internal administrative structure of the school (councils, committees, departments, etc.)
- (4) Describe briefly the responsibilities, constitution and function of the main administrative bodies (councils, committees etc.) in the school.
- (5) Describe mechanisms for staff and students to influence the school's direction and decision-making processes.
- (6) Indicate the involvement of external stakeholders in the school.
- (7) Describe processes for the appointment of the senior officers of the school (Dean, Principal or Head, Pro-Dean, Directors, Heads of Department, etc.).
- (8) Explain how the school obtains and directs resources to achieve its mission.
- (9) Who is responsible for the clinical teaching hospital?
- (10) Who is responsible for the distributed teaching activities of the school?
- (11) Describe organisational structures that ensure alignment of the veterinary program, veterinary teaching hospital operations and university curriculum leaders to support student learning.
- (12) Describe arrangements to ensure the continuity of core curricular partnerships.

## 1.2. Comments

Comment on how the organisation of the veterinary school contributes to achievement of the school's mission.

Comment on the effectiveness of the school's processes for managing risks to the veterinary program.

## 1.3. Suggestions for Improvement

If improvements are required, please list suggested changes in order of importance.

## 2. Standard 2 - Finances

**Refer to Chapter 7 for the requirements of this standard**

### 2.1. Factual Information

The full budget for the school must be provided. A detailed explanation of the university funding model for the veterinary school must be provided as an appendix.

#### **Expenditure**

This means the total annual expenditure of the school and by other bodies on behalf of the school (e.g. the university).

Specify the calendar years or academic years to which your information refers.

Wages and salaries should include employee entitlement contributions (e.g. superannuation payments, leave, workers compensation).

The term "utilities" means water, electricity, gas, fuel etc. Where additional subsidies are provided, or charges levied by the University central administration, these should be identified and displayed in financial tables.

#### **Cost of education**

The breakdown of the cost of education is difficult because several headings of expenditure cover both teaching and research. For this reason, the cost of education calculated in the table is only part of the items of expenditure.

#### Direct cost of education for a degree

*This cost is obtained by multiplying the direct annual cost of educating a student by the average number of years of training for a student.*

**Table 2.1.1: Teaching expenditure totals for the past five years**

	N-4	N-3	N-2	N-1	N (latest year)
Total expenditures (\$)					
Government contribution as percentage of total expenditure					
Academic/teaching support expenditure (\$)					

## 2.1.2: Summary of School/Faculty expenditure for the past 5 years (\$)

Expenditure (\$)	N-4	N-3	N-2	N-1	N (latest year)
Staff Salaries – whole of school (Excluding Hospital funded salaries)					
Scholarships					
Contract Services – Teaching					
Contract Services – VTH					
Contract Services – e.g. Waste					
Consumables					
Contract & Trading (research, consultancy etc.)					
Vet Teaching Hospital (including Hospital funded salaries)					
Space Charges					
Repairs, Maintenance (*)					
Administration					
Travel					
Computing					
Training & Development					
Other fees, charges and levies					
<b>TOTAL EXPENDITURE (\$)</b>					

**Table 2.1.3: Summary of school/faculty projected expenditure for the next 5 years (\$)**

Expenditure (\$)	N (latest year) \$	N+1 \$	N+2 \$	N+3 \$	N+4 \$
Staff Salaries – whole of school including the veterinary hospital					
Scholarships					
Contract Services – Teaching					
Contract Services – VTH					
Contract Services – e.g. Waste					
Consumables					
Contract & Trading (research, consultancy etc.)					
Vet Teaching Hospital not included elsewhere					
Space Charges					
Repairs, Maintenance (*)					
Administration					
Travel					
Computing					
Training & Development					
Other fees, charges and levies					
<b>TOTAL EXPENDITURE (\$)</b>					

**Table 2.1.4: Cost of veterinary training for the last 5 years**

	N-4	N-3	N-2	N-1	N (latest year)
Annual cost of training a veterinary student (\$)					

## Revenue

Please complete and comment on Table 2.1.5.

As for expenditure, please state the calendar or academic years. Schools should also indicate what financial value of support services provided directly by the central administration (e.g. maintenance, power, IT services, library, human resources, admissions etc).

Only provide revenue for operational activities. Exclude revenue for capital projects or major renovations.

**Table 2.1.5: Annual revenues of the school for the last 5 years**

Revenue Source	N-4 \$	N-3 \$	N-2 \$	N-1 \$	N (latest year) \$
Revenue from the Government					
Revenue from Private Bodies					
Revenue from Research					
Revenue Earned and Retained by the School:					
Fees from students					
Domestic students					
International students					
Revenue from Continuing Education					
Revenue from Clinical Activities					
Revenue from Diagnostic Activities					
Revenue from Other Sources (please specify)					
<b>Total Revenue</b>					
<i>Budgeted deficit (if relevant) <sup>1</sup></i>					
<i>Actual surplus or deficit <sup>2</sup></i>					

1. If a deficit budget has been agreed by the Institution, please state the amount of the agreed deficit
2. If this line is a deficit, please state the full deficit, rather than the shortfall from an agreed deficit budget.

**Table 2.1.6: Projected future revenues of the school for the next 5 years**

	<b>N (latest year) \$</b>	<b>N+1 \$</b>	<b>N+2 \$</b>	<b>N+3 \$</b>	<b>N+4 \$</b>
Government Teaching Support					
Student Fee Income					
Research Income/ Grants					
Government Research Performance Funding					
Endowment/Gift					
Contract, Service & Trading					
Vet Teaching Hospital					
Misc. sales and services					
<b>TOTAL REVENUE \$</b>					

**Table 2.1.7: Summary of revenue (excluding veterinary teaching hospital), expenditure and contribution for the last 5 years**

	<b>N-4 \$</b>	<b>N-3 \$</b>	<b>N-2 \$</b>	<b>N-1 \$</b>	<b>N (latest year) \$</b>
Total Revenue					
Special University Allocations and Subsidies					
Total Expenses					
Contribution to University					
Contribution Percentage					



**Table 2.1.8: Sources of revenue for the veterinary teaching hospitals for the last 5 years.**

Income sources	N-4 \$	N-3 \$	N-2 \$	N-1 \$	N (latest year) \$
1. Core funds from University					
2. Income from business activities					
3. Sponsorship from industry					
4. Benefaction and donations					
5. Grants for equipment					

**Table 2.1.9: Projected future revenues for the veterinary teaching hospitals for the next 5 years**

Income sources	Latest year N \$	N +1 \$	N +2 \$	N +3 \$	N +4 \$
1. Core funds from University					
2. Income from business activities					
3. Sponsorship from industry					
4. Benefaction and donations					
5. Grants for equipment					

What percentage of income from the following sources is the veterinary school required to contribute to other bodies (university, etc.)?

Student tuition and fees clinical income:

- commercial consulting:
- research grants:
- other (please explain):

Indicate the proportion of additional income that is retained within the veterinary school in each case.

Outline how the allocation of funding to the school is determined, and by what body. If the allocation of funds, or any significant proportion of it, is linked to a particular factor (e.g. student numbers, research output), please describe this.

Please provide details of the funding model used and the areas that the school has to fund from its operating budget.

Outline how the allocation of funds within the school is decided.

Indicate how the basis for funding the school compares with those teaching other courses (e.g. whether veterinary training receives a higher budget weighting compared to other disciplines).

Describe briefly the mechanism(s) for funding capital expenditure (e.g. building work, major items of equipment,) and how decisions are taken on this. Please state the tuition fees for students, how the fees are set and how the funds are distributed.

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## 2.2. Comments

Please make any general comments that you feel would help the site visit team evaluate the school's finances.

What is the school's number one priority for the use of any increased funding?

Comment on the degree of autonomy and flexibility available to the veterinary school in financial matters.

Comment on the projected budget for the next calendar year and any financial changes anticipated over the next 5 years.

## 2.3. Suggestions for Improvement

If improvements are required, please list your suggestions for change in order of importance.

### 3. Standard 3 - Facilities and Equipment

**Refer to Chapter 7 for the requirements of this standard**

#### 3.1. Factual Information

Premises in general

- Describe the major functions of, or activities that take place in, the facilities used by the school.
- Provide an area map that indicates the principal facilities of the school and describe distance and travel time to off-campus facilities.
- Describe the strategy and program for upgrading and maintaining buildings and equipment.
- Describe health and safety measures in place in the premises used for learning and teaching.
- Describe the recreational, study, locker and food facilities available to students.
- Describe the physical facilities that are available for staff use including recreational and food preparation facilities.

Premises used for Theoretical, Practical and Supervised Teaching

The same room should not be entered under two or more headings, even if it is used, for example, for both practical and supervised work.

**Table 3.1.1: Premises for lecturing**

*Number of lecture halls: [where facilities are shared, this should be indicated]*

	Hall 1	Hall 2	Hall 3	Hall 4	Hall 5	Hall 6	Hall 7	Hall 8	TOTAL
No. places									

**Table 3.1.2: Premises for group work**

*Number of rooms that can be used for group work (supervised work):*

	Rm 1	Rm 2	Rm 3	Rm 4	Rm 5	Rm 6	Rm 7	Rm 8
No. places								
	Rm 9	Rm 10	Rm 11	Rm 12	Rm 13	Rm 14	Rm 15	Rm 16
No. places								

**Table 3.1.3: Premises for practical work**

*Number of laboratories for practical work by students:*

	Lab 1	Lab 2	Lab 3	Lab 4	Lab 5	Lab 6	Lab 7	Lab 8	TOTAL
No. places									

#### **Premises for Animals**

Describe the facilities for rearing and maintaining normal animals for teaching purposes.

If the school has no farm of its own, explain the practical arrangements made for teaching subjects such as animal husbandry, herd health and the techniques of handling production animals.

### Premises used for Clinics and Hospitals

Briefly describe the facilities available within the clinics and hospital of the school and contracted teaching practices and how the currency of standards is monitored.

**Table 3.1.4: Places available for clinics and hospitalization**

*The information to be entered is the number of animals that can be accommodated, not the number of animals used.*

*If premises are used to accommodate different species of animal enter only once in the table.*

Hospitalisation places for:	Total Number of Animals that can be accommodated
Cattle	
Horses	
Small ruminants	
Pigs	
Dogs	
Cats	
Other Species	
Isolation Facilities:	
Companion animals	
Production animals and horses	

## Diagnostic Laboratories and Clinical Support Services

### Diagnostic laboratories

Briefly describe the facilities available for clinical pathology and diagnostic pathology.

#### Central clinical support services

Indicate the available facilities for clinical services (e.g. diagnostic imaging, anaesthesia, etc.)

### Slaughterhouse Facilities

Provide evidence that the school has access to appropriate slaughterhouse facilities, and that these facilities have the capability of meeting the teaching needs of the program. Are there any factors, including seasonal operations, which may limit access by students? Provide evidence of continuity of availability.

### Foodstuff Processing Unit

Describe access that the school has to foodstuff processing units.

---

## **Waste Management**

Describe the systems and equipment used for disposing of waste material; cadavers, carcasses, biological waste of different types, excreta, etc.

## **Future Changes**

Outline any proposed changes in the premises that will have a substantial effect on the school and indicate the stage which these have reached.

## **3.2. Comments**

Evaluate the adequacy of the veterinary school facilities and their maintenance.

## **3.3. Suggestions for Improvement**

If you are not satisfied with the situation, please list your suggestions for change in order of importance.

## 4. Standard 4 – Animal Resources

**Refer to Chapter 7 for the requirements of this standard**

### 4.1. Factual Information (Pre and Para-Clinical Animals and Related Resources)

The focus of this section is reporting the materials provided for students in pre- and para clinical subjects (eg. anatomy, animal handling/husbandry, necropsy, abattoir and public health), as well as clinical caseloads.

#### Anatomy

Indicate the materials that are used in practical anatomy training and how these are obtained and stored.

Indicate the nature of further animal use in teaching other basic subjects.

#### Pathology

**Table 4.1.1: Number of necropsies over the past five years**

		Number of necropsies undertaken					Estimated % of necropsies observed by or undertaken by veterinary undergraduate students in most recent full year
		N-4	N-3	N-2	N-1	N	
Necropsies undertaken within school's core necropsy facilities							
Food animals:	Cattle						
	Small ruminants						
	Poultry						
	Fish						
	Pigs						
	Other farm animals						
Equine							
Non-production poultry, wild and caged/aviary birds							
Rabbits							
Dogs							
Cats							
Other/exotic (indicate species)							
Necropsies undertaken in other classes or facilities (optional section)							
Species							Circumstance

### Pathology table footnotes

- Please state the proportion of the (calendar) year over which necropsy teaching of senior students occurs.
- Explain the rationale for the estimate of the proportion of necropsies in which students participate.

*If there are necropsies performed outside the normal pathology accessions, schools may wish to include these in the last section of Table 4.1.1*

- Indicate the nature and extent of any additional sources of material for the teaching of necropsies and pathological anatomy, including slaughterhouse material.
- Indicate the number of necropsies by species that would be undertaken by a typical student during the course of their training.
- Describe the circumstances in which these necropsies occur (e.g. teaching class, final year rotation)

Ratio: students/post-mortem animals (numerator=1)

Parameter addressed	Indicator (Ratios)		Established range of denominators (amended by EAEVE May 2011, Lyon, France)
Necropsies available for clinical education	R18:	$\frac{\text{number of students in final year class}}{\text{number of necropsies on food producing animals and equids}}$	0.75-0.46
	R19:	$\frac{\text{number of students in final year class}}{\text{number of necropsies in poultry, fish wildlife etc.}}$	0.26-0.12
	R20:	$\frac{\text{number of students in final year class}}{\text{number of necropsies on small companion animals}}$	1.26-0.89

A sufficient number and species-balance of cadavers is required through necropsy to ensure that students in final year have adequate training and practise to allow them to conduct a full systematic necropsy on any of the major domestic species.

### Animal Handling/Husbandry

Indicate the availability of the major domestic species for the practical teaching of students

- on the site of the institution;
- on other sites to which the institution has access.

Indicate how the school demonstrates that:

- students are competent in animal handling relevant to the workplace learning and clinical work to be undertaken;
- students are briefed in health and safety matters before beginning their placements.

### Food Hygiene and Public Health

Indicate the availability of animals and products of animal origin for the practical teaching of students in food hygiene, inspection and technology.

---

## 4.2. Comments

## 4.3. School Suggestions for Improvement

If the ratio for your school does not fall into the category "satisfactory" according to the indicative table in Annex 4, what can be done to improve it?

## Factual Information (Clinical Skills Development)

### Organisation

- Describe the organisation of clinical services which the School utilises to support student learning.
- Describe the mechanisms used to ensure that all clinical placements are supervised, well organised and subject to appropriate quality assurance processes.
- Provide evidence of systematic review and reflection (e.g. through assessment outcomes and student, staff and extramural practitioner feedback) on the effectiveness of the clinical educational experience.
- Outline the extent and responsibilities of distributed and off campus clinical teaching. Describe the planning, supervision, and monitoring of students; describe the contractual relationships with placement providers (including health and safety compliance).
- Describe similarly any distributed, off-campus clinical placements that are used for non-core rotations.
- Demonstrate that off campus facilities used in core curriculum instruction:
  - are of a standard comparable to those in intramural facilities and meet those of national accreditation standards (e.g. ASAVA accreditation standards)
  - are provided with dedicated learning spaces with access to university learning resources.
- Describe the respective roles of veterinary generalists and subject-matter experts in clinical instruction.
- Discuss how rotation group sizes affect students' clinical learning.

### Case load

- Complete Tables 4.2.1 (a&b) and 4.2.2 and analyze trends for each species.
- Complete Table 4.2.3 for external placements for core rotations. Summarise, in an appropriate format, other formal external placements (e.g. SA practice, government services).
- Comment on the adequacy of patients (numbers, species and variety of cases) for the clinical teaching program.
- Present evidence of students' engagement with the caseload.

### Development of students' skills

- Report in detail the internal and external clinical resources that are used across species for the development of Day 1 skills in :
  - Anaesthesia, routine and referral surgery;
  - Emergency and critical care;
  - Primary and referral medicine;
  - Clinical pathology, diagnostic imaging;
  - Making and using medical records (including ambulatory services);
  - Veterinary business, client communication, ethics and professional practice during clinical rotations;
  - Isolation procedures, safe chemotherapy, radiation therapy, pathogen surveillance;



- Dealing with client complaints;
- Oversight of clinical morbidity/mortality.
- Provide evidence that students are active participants in the workup, care and clinical management of cases. Explain how the teaching value of each case is utilized.
- Demonstrate the following aspects of clinical teaching are in place :
  - small group clinical teaching by staff who have advanced clinical experience and a commitment to student learning;
  - teaching methods that provide a supportive environment and encourage students (under staff supervision) to investigate cases in depth;
  - opportunity for students to spend extended periods in discussion, thinking and reading to deepen their understanding of the case and its management;
  - opportunity for students to perform or contribute to extended diagnostic work up and problem solving of complex cases, including referrals, that go beyond those typically encountered in practice;
  - opportunity to understand and be involved in the full range of treatment options;
  - encouragement for students to demonstrate skills in evidence-based and research-based clinical practice;
  - formative and summative assessment of clinical and procedural skills; and
  - instruction in nursing procedures in a hospital that provides nursing care.

**Table 4.2.1: Number of clinical cases involving students**

**4.2.1(a) – Production Animals**

Production Animals	No. of cases in previous year examined/treated by students											
	(a)		(b)		(c)		(d)		(e)			
	Rec'd for consultation in school's clinics		Number of hospitalised days		Number of herd/flocks & (average herd size)		Number of animals examined/treated by students on farm/herd health visits (not including EMS)		Estimate % of 1 <sup>st</sup> opinion v. referral cases per species seen by students			
									1 <sup>st</sup> op'n		Referral	
<b>Previous year (N-1); Last full year (Yn)</b>	N-1	Yn	N-1	Yn	N-1	Yn	N-1	Yn	N-1	Yn	N-1	Yn
Cattle												
Small ruminants												
Pigs												
Food producing rabbits & other production animals (specify)												
Poultry												

#### 4.2.1(b) Companion Animals

Companion Animals	No. of cases in previous year examined/treated by students									
	(a) Rec'd for consultation in school's clinics		(b) Number of hospitalised days		(c) Number of animals examined/treated by students (not including EMS)		(e) Estimate % of 1 <sup>st</sup> opinion v. referral cases per species seen by students			
							1 <sup>st</sup> op'n		Referral	
<i>Previous year (N-1); Last full year (Yn)</i>	N-1	Yn	N-1	Yn	N-1	Yn	N-1	Yn	N-1	Yn
Equine										
Dogs										
Cats										
Exotic species (rabbits/rodents/pet and aviary birds/ reptiles/fish/etc)										
Wildlife										

**Table 4.2.2: Herd health programs**

NB: Complete a separate table for each of the last 5 years

	Herd/flock health programs provided through UNIVERSITY - owned animals		Herd/flock health programs provided through PRIVATELY - owned animals or government service	
	Sites (N) (BLANK IF NONE)	Animal examinations (N)	Sites (N) (BLANK IF NONE)	Animals examinations (N)
Dairy				
Beef Cow-Calf				
Beef Feedlots				
Sheep				
Goat				
Pig				
Poultry				
Fish				
Horses				
Other				

**Table 4.2.3: Contracted external placements for core teaching <sup>1</sup>**

Placement name	Species	Duration of rotation	Rotations per year	Students per rotation	Number of patients examined <sup>2</sup>	Other comments <sup>3</sup>

<sup>1</sup> Please only include those placements with which the School has formal contractual arrangements, and which are core to the veterinary program. Information about other external placement providers should be summarised in a separate table.

<sup>2</sup> Patient numbers should be confined to the species that is the focus of the placement.

<sup>3</sup> For example, whether there are embedded university staff at the placement.

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## Ratios

See AVBC Annex 4 (ratios) for the figures needed for calculating ratios. Give the figures for numerators and denominators. The ratios should then be expressed by taking the numerator as 1.

Ratio: students/production animals:

Number of students in final year in the last year = 1

Number of production animals examined

Ratio: students/companion animals:

Number of students in final year in the last year = 1

Number of companion animals

## 4.4. Comments

## 4.5. Suggestions for Improvement

## 5. Standard 5 – Information Resources

**Refer to Chapter 7 for the requirements of this standard**

### 5.1. Factual Information

- Describe and comment on the adequacy of information resources, including library, information technology and the e-learning platform
- Describe the methods of access to library and internet information resources, for both staff and students, when on or off campus
- Describe the relationship of the school and the central university in the provision of library, IT and e-learning services
- Describe processes for evaluation of new technology for use within the teaching program
- Describe and comment on the use of learning aids such as simulations, mannequins and models

**Table 5.1.1: Provide core library statistics (5-year comparison)**

Year	N-4	N-3	N-2	N-1	N (latest year)
Total Budget					
Personnel					
Volumes held					
Number of paid-for journals					
Journal subscriptions (\$)					
Acquisitions (Total)					

- Describe the school's approach to self-directed learning using electronic media
- Explain the use of electronic learning media in supporting the learning and teaching activities of the program
- Describe the audiovisual and electronic learning media available to students.
- What on line learning design support is available to the veterinary school?
- Indicate the availability of on-line services (including wireless access) to students on- and off-campus.
- What IT facilities, for both staff and students, are available centrally, within the school and within the clinical training facilities?
- Describe the adequacy of IT support for staff and students.

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## 5.2. Comments

## 5.3. Suggestions for Improvement

## 6. Standard 6 - Students and Learning Support

**Refer to Chapter 7 for the requirements of this standard**

### 6.1. Factual Information

- Describe briefly how the number of student places is determined, including the contributions of government funded/subsidised places, non-subsidised domestic places, and places for foreign students to the total.
- Describe any proposed changes in the number of students admitted annually and if applicable, describe how the school plans to accommodate these changes.
- List and describe student services (e.g. registration, teaching administration, mentoring, counseling, tutoring, peer assistance, clubs, organisations)
- Explain (and give examples/links to) orientation material for new students.
- Explain the processes for supporting students who are, or become, ill, disabled, of impaired performance, or members of an equity/diversity group
- Explain the methods that are used for identifying and remediating students not meeting learning outcomes
- Describe the means and mechanisms for students to articulate their needs and wants to the school and how these influence school decisions
- Describe the system used on an ongoing basis to collect student suggestions, comments, and complaints related to the standards for accreditation
- Describe current plans for improvement in resources for students
- Explain what the school does to support graduates obtaining employment

**Table 6.1.1: Numbers of students enrolled in the veterinary program**

	N -4	N -3	N -2	N -1	N (latest year)
First year					
Second year					
Third year					
{insert lines for each of the other years}					
Final year					
# Graduated					

**Table 6.1.2: Non-veterinary program student enrolments**

	N -4	N -3	N -2	N -1	N (latest year)
First year					
Second year					
Third year					
{insert lines for each of the other years}					
Final year					
# Graduated					

**Table 6.1.3: Veterinary applications, offers and acceptances**

	N -4	N -3	N -2	N -1	N (latest year)
Subsidised Domestic Students					
A/P					
O/A					
Non-subsidised Domestic Students					
A/P					
O/A					
Foreign Students					
<b>TOTAL</b>					
A/P					
O/A					

A/P = Applications/Positions Available; \*\*O/A = Offers Made/Acceptances



**Table 6.1.4: Headcount of postgraduate students**

(including interns and residents but *excluding* core veterinary qualifications)

	N -4	N -3	N -2	N -1	N (latest year)
Interns					
Residents					
Resident + completing MSc					
Resident + completing PhD					
Sub-doctoral postgraduate degrees <sup>1</sup>					
PhD					

<sup>1</sup> e.g. honours, diplomas, masters (enter each person in one category only)

## 6.2. Comments

## 6.3. Suggestions for Improvement

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## 7. Standard 7 – Admission and Progression

**Refer to Chapter 7 for the requirements of this standard**

### 7.1. Factual Information

- Summarise the selection criteria for admission to the program, including
  - the selection criteria
  - pre-requisite subjects
  - minimum admission requirements
  - measures to enhance diversity
  - factors other than academic achievement used as admission criteria
- how applicants with disabilities or illness are considered and accommodated
- the school's policy for ensuring the minimum English language standard conforms with the AVBC requirements
- any alternate circumstances under which students may be admitted to the program
- show how and where information is provided to the public and students about the selection and admissions processes (i.e give examples/links to materials/websites for applicants providing information on the program, entry requirements and the selection process).
- the process by which the school reviews and reflects on the selection process; and comment on how successful the selection process is in meeting the mission of the school.

### **Veterinary Student Progression and Attrition**

- Describe the requirements (in terms of completing subjects and examinations) for progressing to a subsequent year of the course.
- Describe the procedures for the management of academic misconduct and fitness to practise and for the exclusion of students.
- Describe the mechanisms that the school has in place to identify and provide remediation and support for students whose performance is inadequate.
- Describe the policies for managing appeals against academic decisions, including admissions and progression decisions.
- Explain how this information is communicated to students.

**Table 7.1.1: Attrition of veterinary students**

Year of Entry		Original Cohort Size	Class Size in Calendar Year										Students graduating from original cohort*
			EoY 1		EoY 2		EoY 3		EoY 4		EoY 5 (if applicable)		
N-4 2016	Relative attrition by calendar year # (%)		2	2%	1	1%	1	1%	5	5%	2	2%	85
	Absolute attrition by calendar year # (%)		1	1%	0	0%	2	2%	1	1%	0	0%	
	# remaining from original cohort*	100	97		96		93		87		85		
N-3 2017	Relative attrition by calendar year # (%)												
	Absolute attrition by calendar year # (%)												
	# remaining from original cohort	100											
N-2 2018	Relative attrition by calendar year # (%)												
	Absolute attrition by calendar year # (%)												
	# remaining from original cohort	100											
N-1 2019	Relative attrition by calendar year # (%)												
	Absolute attrition by calendar year # (%)												
	# remaining from original cohort	100											
N 2020	Relative attrition by calendar year # (%)												
	Absolute attrition by calendar year # (%)												
	# remaining from original cohort	100											

Relative attrition – Students who have failed, taken a year off etc, but intend returning to the veterinary program.

Absolute attrition – Students who have left the program permanently.

\*Would exclude any students entering the cohort after 1<sup>st</sup> year of entry.

Cohort size examples in red text are included as an illustration only.

**Table 7.1.2: Average duration of veterinary studies**

For students graduating in the current year, how many have attended the program for 4-10 years?

Duration of studies	Full course (n)	Advanced standing (n)
4 years		
5 years		
6 years		
7 years		
8 years		
9 years		
10 years		
Average duration of studies for students who graduated in the current year		

## 7.2. Comments

Provide comments on:

- the standard of the students starting the veterinary course
- any differences in the academic achievement of groups of students selected by different criteria
- the factors that determine the number of veterinary students admitted
- the adequacy of the facilities and teaching program to train the existing number of veterinary students
- the progress made by veterinary students in their studies and the mechanisms that the school uses to support students who are not making satisfactory progress
- the percentage of veterinary students that will eventually graduate

## 7.3. Suggestions for Improvement

If improvements are required, please state in order of importance any suggestions regarding:

- the number of students admitted
- the drop-out percentage
- the average duration of studies

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## 8. Standard 8 – Academic and Support Staff

**Refer to Chapter 7 for the requirements of this standard.**

### 8.1. Factual Information

Definitions: A distinction is drawn between:

- staff who are allocated to the veterinary school, principally for teaching in the veterinary program and financed by the university should be included as full-time equivalents (FTE).
- staff in the school who teach fewer than 10 hours per annum in the veterinary program should not be included in staffing ratios
- staff in the school who are allocated to other programs but also teach in the veterinary program. These include research only staff. They should receive a fraction of FTE according to the hours of veterinary teaching relative to other programs in the school
- staff outside the veterinary school (service departments) who teach in the veterinary and other university programs should be allocated an FTE equivalent based on the relative size of the subject they teach.
- practitioners in off-campus contracted centres who are significantly engaged in clinical teaching, should be included as fractional FTE positions, based on the hours actively contributed to teaching.

Adjunct and visiting positions should generally not be included in FTE figures. However, where adjunct appointments are used, full details should be provided in this section, indicating the personnel, areas of teaching and number of teaching hours.

**Full-time equivalents (FTE):** Posts can be occupied full-time or part-time. The number given should correspond to a total of full-time equivalents (FTE). For instance, 10 full-time posts plus two part-time posts at 50% plus 1 part-time post at 80% should be given as a total of 11.8 FTE.

**Teaching staff:** It is accepted that "teaching" staff will also do research.

**Research staff:** This category includes academic personnel whose main task is to conduct research work, although they may participate in some undergraduate teaching.

**Support staff:** This includes all posts, regardless of the work undertaken; - secretaries, administrators, technicians, veterinary nurses, animal caretakers, cleaners, etc.

**Postgraduate students:** Interns and doctoral (Ph.D.) students should not be included in staff numbers. They fall into the category of "students".

**Residents:** These can be included in teaching staff and allocated a fractional FTE based on their contribution to teaching. This fraction would not normally exceed 0.2.

If distinctions made between different groups of staff are not appropriate, make the best distribution possible between the suggested headings and add an explanatory note.

**Table 8.1.1: Academic staff of the veterinary program – numbers and qualifications**

	NON-VETERINARIANS (head count, not FTE)			VETERINARIANS (head count, not FTE)					
	BSc only	MS	PhD	BVSc/ DVM only	MS	PhD	Veterinary Specialists		
							Board Certified	Board Certified & MS	Board Certified & PhD
Dean/HoD									
Professor									
Associate Professor									
Senior lecturer									
Lecturer									
Tutors or equivalent									
Part-time Faculty (less than 75% time)									
Total									
Total specialist vets:									
Total	Non vets:			Vets:					

**Table 8.1.2: Support staff of the veterinary program**

Role	Technical staff FTE	Admin & other staff FTE
Responsible for the care and treatment of animals		
Responsible for the preparation of practical and clinical teaching		
Responsible for administration, general services, maintenance, etc		
Support staff primarily engaged in research		
Other		
<b>Total support staff</b>		

**Table 8.1.3: Loss and recruitment of staff (both academic and clinical equivalent)**

Provide data for the past five years

Rank	Name of Faculty Lost	Discipline/ Specialty	Year	Name of Faculty Recruited	Discipline/ Specialty	Year
Professor						
Assoc. Professor						
Senior Lecturer						
Lecturer						
Tutors						
<b>TOTAL</b>						

RATIOS (numerator = 1)

Ratio: teaching staff/veterinary students

Number (FTE) of teaching staff (veterinary program) = \_\_\_\_\_ = 1  
number of veterinary students (EFTSL)

Ratio: teaching staff/support staff

Number (FTE) of teaching staff (veterinary program) = \_\_\_\_\_ = 1  
number (FTE) of support staff

- Outline how the allocation of staff to the school is determined.
- Provide evidence that staff who participate in teaching display competence and effective teaching skills in relevant aspects of the curriculum.
- Outline how the allocation of staff to units within the school is determined.
- Describe policies designed to maintain a stable cohort of academic and support staff.
- Indicate whether there are difficulties in recruiting or retaining staff.
- Indicate whether the school employs additional staff from service income (e.g. using revenues from clinical or diagnostic work).
- Describe the regulations governing outside work, including consultation and private practice, by staff working at the school.

- 
- Describe the opportunities and financial provisions for academic staff to:
    - attend scientific meetings;
    - take sabbatical/study leave;
    - achieve career advancement.
  - If there are long-term gaps in filling appointments, describe the arrangements to provide those components of the program. Estimate the percentage of core curricular content delivered in this way.
  - Describe the processes for supporting and mentoring staff, especially junior academic staff.
  - Explain the processes for the review and planning of staff performance, including the management of workload.
  - Provide a concise summary of employment policies and processes and promotion policies and processes.
  - Provide an estimate of the weightings assigned to teaching, research, service and/or other scholarly activities in the promotion criteria for academic staff.
  - Describe the role of interns, residents and post-graduate students in teaching and assessment of veterinary students.
  - Provide a list of the 'secondary' roles of academic staff (committees, administrative positions etc.)

Describe how hiring processes support diversity among staff.

## 8.2. Comments

Evaluate the adequacy of staffing in the veterinary program.

## 8.3. Suggestions for Improvement

If the ratios for your school do not fall into the category "satisfactory" according to the indicative table in Annex 4, what can be done to improve the ratios?



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## 9. Standard 9 - Curriculum

***Refer to Chapter 7 for the requirements of this standard.***

### 9.1. Factual Information

Provide a broad overview of the teaching program, under the headings:

- basic subjects
- animal production,
- clinical subjects,
- food hygiene,
- preventative medicine,
- professional skills.

Highlight any unusual or innovative aspects.

Provide information about units of study and rotations throughout the program:

- Title, reference number, credit value, position in curriculum (year, semester), whether it is compulsory or elective
- Formal description of the content of the unit of study; hours and modes of instruction
- Provide documentary evidence of the learning outcomes of each unit of study (including EMS), and the alignment of these with the program learning outcomes and the Day 1 skills of the AVBC and RCVS

Describe the strengths and weaknesses of the curriculum as a whole.

Describe major curricular changes that have occurred since the last accreditation.

Describe plans for future curriculum changes.

Describe the process used for curriculum evaluation and revisions and review (including identification of curricular overlaps, redundancies, and omissions).

Describe processes for gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and moderators, and data from examination/assessment outcomes.

**Table 9.1: Digest of units of study (hours)**

Unit title	Unit number	Credits	Lectures (1)	Tutorial and Problem Based Learning (2)	Online and Other (3)	Labs and Practicals (4)	Clinical (5)	Extramural studies (6)	
								Non-clinical (6a)	Clinical (6b)
<b>Year 1</b>									
Unit name									
Insert lines for each unit									
<b>Year 2</b>									
Unit name									
Insert lines for each unit									
<b>Continue for each year of program</b>									

**Ratio of theoretical education/practical and clinical education (RE)=**

Lectures (1) + Tutorials & PBL (2) + Online etc (3)  
Labs & Pracs (4) + Clinical (5) + EMS (6)

**Ratio of clinical education/theoretical and practical education (RC) =**

Clinical (5) + Clinical EMS (6b)  
Lectures (1) + Tutorials & PBL (2) + Online etc (3) + Labs & Pracs (4) + Non-clinical EMS (6a)

### 9.1.2: Digest of disciplines and subjects (student hours in course)

Subject	Lectures (1)	Tutorials Seminars/Problem based learning (2)	Online and other (3)	Labs & Super- vised Practical (4)	Clinical (5)	EMS (6)	Total
<b>Basic subjects &amp; sciences</b>							
Anatomy, histology, embryology							
Biochemistry							
Biology, cell biology							
Chemistry							
Physiology							
Molecular biology							
Scientific method							
Biostatistics							
Genetics							
Epidemiology							
Immunology							
Microbiology							
Parasitology							
Pathology, pathophysiology							
Pharmacology							
Pharmacy							
Toxicology							
Environmental protection and conservation							
<b>Animal Production</b>							
Agronomy							
Animal nutrition							
Animal husbandry & production, incl. aquaculture							
Livestock production economics							

Animal behaviour & behavioural disorders							
Animal protection & welfare							
Preventative vet medicine, health monitoring							
Reproduction & obstetrics							
<b>Clinical subjects</b>							
Anaesthesia							
Clinical examination & diagnosis							
Clinical pathology							
Diagnostic imaging							
Clinical medicine							
Surgery							
Therapeutics							
Emergency & critical care							
Exotic & epizootic disease							
Zoonoses & public health							
Government veterinary services							
<b>Food hygiene</b>							
Veterinary certification							
Regulation & certification of animal & animal products							
Food hygiene & quality							
<b>Professional Knowledge</b>							
Professional Ethics & behaviour							
Veterinary legislation							
Communication skills							

Practice management & business							
Information literacy & data management							

**Table 9.1.3 – EMS**

Set out in table form the recommended number of weeks that students are required, or advised, to undertake in EMS. Alternatively, if students have a free choice, explain briefly the school's policy on EMS

	Minimum duration	Year of program
Production animal farm experience (pre-clinical)		
Companion animal preclinical experience		
Clinical – companion animal		
Clinical – production animal		
Clinical – other		
Food hygiene, abattoir		
Other (specify)		

Provide breakdown by species or nature of practice as appropriate to the school's requirements.

**Table 9.1.4 – Clinical Rotations**

	List of individual rotations	Duration	Year of program
Core intramural rotations			
Core distributed rotations			
Elective rotations			
Other			

Provide breakdown by individual rotations

Describe how and when students are allowed to select elective subjects, and the number of hours they have to take. Is there any limitation to their freedom of choice?

## 9.2. Optional Subjects

Optional subjects are those which the student can choose to follow in addition to the normal course.

## 9.3. Management

Outline the composition, reporting lines and remit of the formally-constituted committee that oversees and manages the curriculum and its delivery.

Describe how the school identifies and meets teacher training needs for intramural and extramural staff and teachers

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Identify the academic/support staff responsible for the overall supervision of EMS. Explain the processes for liaison with EMS providers.

Describe the processes for approving students' choices of elective subjects

Describe arrangements for teaching in an abattoir and/or in premises for food production

#### 9.4. Comments

#### 9.5. Suggestions for Improvement

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## 10. Standard 10 - Assessment

***Refer to Chapter 7 for the requirements of this standard.***

### 10.1. Factual Information

Provide an overview of assessment practice within the program; provide evidence of mapping and alignment of the assessment tasks to program and unit of study learning outcomes.

Describe the assessment of clinical skills. What strategies are in place to ensure that every graduate has achieved the minimum level of competence, as prescribed in the AVBC Graduate Attributes and RCVS Day 1 Competences, at the point of graduation?

Explain how assessment:

- Supports quality student learning; supports student achievement of learning objectives at program and unit-of-study levels;
- Demonstrates progressive development towards entry level competence.
- Underpins decisions on progression
- Is managed within appropriate workloads for students and staff.
- Is accompanied by constructive and timely feedback to help guide student learning.

Describe how the school's assessment strategy is developed, implemented and reviewed

Explain the procedures in place to ensure the fairness, validity and reliability of assessment outcomes: Outline the moderation processes.

Describe the process by which grades are awarded, including explicit requirements for barrier assessments.

Explain how staff, including those in external placements, are trained in assessment.

Outline the appeals process.

### 10.2. Comments

### 10.3. Suggestions for Improvement

## 11. Standard 11 – Research Programs, Continuing and Higher Degree Education

*Refer to Chapter 7 for the requirements of this standard.*

### 11.1. Factual Information

Please describe the postgraduate clinical and research training in the school with emphasis on:

- The integration of the clinical and research training with the veterinary program
- The nature and level of participation of students from the veterinary program in clinical and research training
- The availability of clinical postgraduate training and appropriately qualified supervising staff

Please describe the continuing education programs provided by the veterinary school, their relevance to the needs of the profession and the community, the number of participants in each program and the plans to continue and/or expand continuing education programs.

#### Postgraduate Clinical Training (Interns and Residents)

Please provide details of the postgraduate clinical training programs provided by the school in tabular form.

**Table 11.1.1: Postgraduate clinical training**

Clinical discipline	No. Interns	No. Residents	Diploma or title anticipated
1.			
2.			
3.			
4.			
5.			



## Postgraduate Programs

Please provide details of the postgraduate clinical training programs provided by the school in tabular form.

**Table 11.1.2: Postgraduate Programs**

Qualification (indicate discipline and/or department)	Coursework (number of students)	Research (number of students)	Duration of training
<b>Diploma Level</b>			
1			
2			
3 etc			
<b>Masters Level</b>			
1			
2			
3 etc			
<b>PhD Level</b>			
1			
2			
3 etc			
<b>Other</b>			
1			
2			
3 etc			

Describe the involvement of interns, residents and research students in student teaching. Discuss any potential conflicts in relation to case management or completion of research.

## Continuing Education Courses Provided by the School

**Table 11.1.3: Courses provided by the school in the most recent year (extend table as necessary)**

Year	Title of Course	Number of Participants	Course Hours

## Research

- Describe up to five programs of research emphasis and excellence that integrate with and strengthen the veterinary program.
- Describe up to two additional programs of potential (evolving) research development, explaining how they address emerging or new areas important to the profession.
- Provide evidence for the breadth and quality of the veterinary school's research program, including:
  - The number of academic staff involved in research,
  - total research FTE, and
  - research productivity (tabulate for each of the last three years).

**Table 11.1.4 – Summary of all research programs in the veterinary school in past 3 years**

	Total # academic staff	# academic staff involved in research who teach on the professional vet degree	Total research FTE	Externally funded research grants		Number of original peer-reviewed research publications
				Number	Value	
Year N						
Year N - 1						
Year N - 2						

**Table 11.1.5 – Summary of veterinary students' involvement in research projects**

	# veterinary students undertaking a research project (indicate year of study)			
	# Year 3 students	# Year 4 students	#Year 5 students	#Year 6 students
Year N (most recent full year)				
Year N – 1				
Year N – 2				

*(adjust the year of study as appropriate to the program)*

**Table 11.1.6 – Numbers of veterinary students intercalating in last 3 years**

	# students intercalating
Year N (most recent full year)	
Year N – 1	
Year N - 2	

- 
- Provide a description (one page or less) of other measures of research activity (e.g., faculty participation and presentation of original research in scientific meetings, involvement of faculty in panels, advisory boards or commissions, and national and international research awards received).
  - Describe the impact of the research program on the professional program and on professional veterinary students, including:
    - The percentage of students in the graduating class who have actively participated in research projects during their veterinary course.
    - A description (one page maximum) of programs that facilitate veterinary student research and encourage participation in postgraduate research.
    - Any plans for enhancing the impact of the veterinary school's research on the veterinary program.

## 11.2. Comments

## 11.3. Suggestions for Improvement

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## 12. Standard 12 - Outcomes Assessment

***Refer to Chapter 7 for the requirements of this standard.***

### 12.1. Factual Information

It is recognised that development of indicators of outcomes is difficult. A continuing process of development and review will lead to further advice to schools. Outlined below are recommendations for information that provides some evidence of outcomes relevant to AVBC.

Information sought should include (but is not limited) to:

- Student outcomes:
  - Employment rates of graduates (within one year of graduation)
  - Demonstration of achievement of RCVS Day 1 competences
  - Assessments of graduating final year students (e.g. external assessment, graduating class course evaluations of their experience etc.)
  - Assessment by employers of graduates to determine satisfaction with graduates.

Describe how the findings are used by the school to improve the educational program.

- Institutional outcomes
  - Describe how the school evaluates progress in meeting its mission (e.g. benchmarking with other institutions)
  - Document significant indicators of the quality of the educational process (e.g. staff awards, staff perception of teaching resources, student satisfaction with the program, teaching improvement benchmarks etc.)
  - Each school should obtain outside opinion, including that of former students and other advisory groups, as to whether it is achieving its objectives.

Describe how the opinions and findings are used by the school to improve the educational program.

- Professional competences
  - Describe the intellectual, clinical, personal and business competences that students must achieve by the end of the degree as outlined in Annexes 5 and 6. Describe the evidence that is gathered to demonstrate that students have achieved these outcomes.

It is important that there is evidence that the school uses the outcomes data to review the degree program and to ensure that its graduates are adequately prepared for success in the profession.

### 12.2. Comments

### 12.3. Suggestions for Improvement

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## ANNEX 3 - ANNUAL REPORT

### Annual Report for Veterinary Schools Accreditation Advisory Committee (VSAAC)

Following the procedure established by the AVBC and agreed by the Australasian Veterinary Deans Committee in 2008, VSAAC reviews the accreditation status of each veterinary school during its annual meeting (See Chapter 2.2.3 for further details). For this purpose, VSAAC requires an annual report of activities in accredited schools each year, except those in which an accreditation visit occurs. VSAAC has no desire to make this reporting onerous and for those schools with AVMA accreditation, the report prepared for AVMA supplemented by updated responses to each of the recommendations made in the most recent VSAAC visit and updated ratios will suffice.

A school's annual report must include the following on AVBC standards and the most recent VSAAC site visit report for the latest academic year:

#### AVBC Standards

##### Standard 1 - Organisation

List any significant changes in the administrative structure of the University/Faculty/School and changes in senior appointments in the previous year.

##### Standard 2 - Finance

Summarise briefly any major changes to the school's finances in the previous year and complete the following tables.

**Table 2.1: Teaching expenditure totals for the past five years**

	N-4	N-3	N-2	N-1	N (latest year)
Total expenditures (\$)⁴					
Government contribution available to the veterinary program as percentage of total expenditure					
Academic/teaching support expenditure (\$)					

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⁴ The total expenditure in Table 2.1 should equal the total expenditure in Table 2.2

**Table 2.2: Summary of school/faculty expenditure for the past 5 years (\$)**

Expenditure (\$)	N-4	N-3	N-2	N-1	N (latest year)
Staff Salaries – whole of school (Excluding Hospital funded salaries)					
Scholarships					
Contract Services – Teaching					
Contract Services – VTH					
Contract Services – e.g. Waste					
Consumables					
Contract & Trading (research, consultancy etc.)					
Vet Teaching Hospital (including Hospital funded salaries)					
Space Charges					
Repairs, Maintenance					
Administration					
Travel					
Computing					
Training & Development					
Other fees, charges and levies					
<b>TOTAL EXPENDITURE (\$)</b>					

**Table 2.3: Annual revenues of the school for the last 5 years**

Revenue Source (\$)	N-4	N-3	N-2	N-1	N (latest year)
Revenue from Australian/New Zealand Government Student Support (including government and student components)					
Revenue from private bodies					
Total revenue from research					
Revenue earned and retained by the School:					
Fees from students other than Australian/New Zealand Government Supported Places (a+b) <sup>5</sup>					
a. Domestic students					
b. International students					
Revenue from continuing education					
Revenue from clinical activities					
Revenue from diagnostic activities					
Revenue from other sources (please specify)					
<b>Total Revenue</b>					

<sup>5</sup> This includes international students funded by scholarships and loans from overseas governments. All funding to Australian/New Zealand government supported students should be included in the top row.

**Table 2.4: Summary of revenue (excluding veterinary teaching hospital), expenditure and contribution for the last 5 years**

	N-4	N-3	N-2	N-1	N (latest year)
Total revenue supporting the veterinary program					
Special university allocations and subsidies					
Total expenses					
Contribution to University					
Contribution percentage					

### Standard 3: Facilities and Equipment

- List any major changes in facilities and equipment that affect pre-clinical and clinical programs of the school in the previous year.
- Please describe any changes to the site used for core; i.e. where there are sites that are no longer used and where new sites have been added that provide students with clinical training.

### Standard 4 - Animal Resources

- Summarise any changes in access to animals or animal resources used in pre-clinical and clinical teaching.
- Summarise major changes in intramural and extramural clinical instruction, and experience.
- Complete tables 4.1, 4.2 and 4.3 with numbers of necropsies, and number of hospitalised days for cases where students are directly involved in case management in the school's clinics/hospitals, those examined and/or treated by students in ambulatory (mobile) clinics, and those examined and/or treated by students on any core extra-mural rotations (i.e. 'distributed' clinical sites which form part of the school's core teaching – NOT EMS placements.)

**NB. When completing these tables if numbers differ by >10% compared to the previous year, explain the reason why.**

If a different system is now being used to count cases compared to previous years, please explain the basis for the numbers provided. An indication of the balance between first opinion and referral cases should be also be provided. See below for further guidance on tables 4.2 and 4.3.



**Table 4.1. Number of necropsies over the past five years**

		Number of necropsies undertaken					Estimated % of necropsies observed by or undertaken by veterinary undergraduate students in most recent full year
		N-4	N-3	N-2	N-1	N	
Necropsies undertaken within school's core necropsy facilities							
Food animals:	Cattle						
	Small ruminants						
	Poultry						
	Fish						
	Pigs						
	Other farm animals						
Equine							
Non-production poultry, wild and caged/aviary birds							
Rabbits							
Dogs							
Cats							
Other/exotic (indicate species)							
Necropsies undertaken in other classes or facilities (optional section)							
Species							Circumstance

The purpose of tables 4.2 and 4.3 is to indicate the extent of the school's clinical caseload, as well as a "typical" student's involvement in clinical cases. It is accepted that schools may collect & analyse their data in different ways and VSAAC is able to accept data reported in alternative formats using different headings, provided this is done consistently from year to year to allow trends at each school to be identified. The table is not used by VSAAC to compare schools one with another.

The headings below are the preferred headings. If the school uses an alternative breakdown, please explain the basis for the figures given. Table 4.2 relates to production animals, and Table 4.3 relates to companion animals. Estimate the % of 1st opinion v. referral cases per species seen by students in both tables. For food producing animals, in column (c), indicate the number of herds/flocks overseen by the school's clinics and/or distributed sites, together with the average herd/flock size – e.g. cattle: 30/150, where 30 = #herds, and 150 = avg. herd size. Please use standard nomenclature for the species (e.g. number of sows for a piggery). In column (d), indicate the number of animals seen by students on farm/herd health visits (not including EMS). Explain the basis of the data provided (i.e. whether total # cases seen by the school, or cases/herds seen by students).

**NB. When completing these tables if numbers differ by >10% compared to the previous year, explain the reason why.**

## 4.2. Number of clinical cases involving students - Production Animals

Production Animals	No. of cases in previous year examined/treated by students											
	(a) Rec'd for consultation in school's clinics		(b) Number of hospitalised days		(c) Number of herd/flocks & (average herd size)		(d) Number of animals examined/treated by students on farm/herd health visits (not including EMS)		(e) Estimate % of 1 <sup>st</sup> opinion v. referral cases per species seen by students			
									1 <sup>st</sup> op'n		Referral	
<i>Previous year (N-1); Last full year (Yn)</i>	N-1	Yn	N-1	Yn	N-1	Yn	N-1	Yn	N-1	Yn	N-1	Yn
Cattle												
Small ruminants												
Pigs												
Food producing rabbits & other production animals (specify)												
Poultry												

Table 4.3 Number of clinical cases involving students - Companion Animals

Companion Animals	No. of cases in previous year examined/treated by students									
	(a) Rec'd for consultation in school's clinics		(b) Number of hospitalised days		(c) Number of animals examined/treated by students (not including EMS)		(e) Estimate % of 1 <sup>st</sup> opinion v. referral cases per species seen by students			
							1 <sup>st</sup> op'n		Referral	
<i>Previous year (N-1); Last full year (Yn)</i>	N-1	Yn	N-1	Yn	N-1	Yn	N-1	Yn	N-1	Yn
Equine										
Dogs										
Cats										
Exotic species (rabbits/rodents/pet and aviary birds/ reptiles/fish/etc.)										
Wildlife										

**Table 4.4: Herd health programs**

NB: Complete a separate table for each of the last 5 years

	Herd/flock health programs provided through UNIVERSITY - owned animals		Herd/flock health programs provided through PRIVATELY - owned animals or government service	
	Sites (N) (BLANK IF NONE)	Animal examinations (N)	Sites (N) (BLANK IF NONE)	Animals examinations (N)
Dairy				
Beef Cow-Calf				
Beef Feedlots				
Sheep				
Goat				
Pig				
Poultry				
Fish				
Horses				
Other				

Complete Table 4.5

**Table 4.5 Contracted external placements for core teaching <sup>6</sup>**

Placement name	Species	Duration of rotation	Rotations per year	Students per rotation	Number of patients examined <sup>7</sup>	Other comments <sup>8</sup>

### Standard 5 – Information Resources

Summarise briefly any changes in the library, learning management systems or information resources services that impact the programs and students of the school.

### Standard 6 - Students and Learning Support

<sup>6</sup> Please only include those placements with which the School has formal contractual arrangements, and which are core to the veterinary program. Information about other external placement providers should be summarised in a separate table.

<sup>7</sup> Patient numbers should be confined to the species that is the focus of the placement

<sup>8</sup> For example, whether there are embedded university staff at the placement

- a) Complete Table 6.1. Comment on any major changes.
- b) Briefly describe any changes in student support services that impact the programs and students of the school.
- c) Each school must provide a mechanism for students, anonymously if they wish, to offer suggestions, comments and complaints that relate to their course experience and specifically to provide feedback on each of the Standards. These comments and feedback must be made available annually to VSAAC as part of each school's interim report. (Complaints should be acknowledged, and your report should relate how the school responded).

**Table 6.1: Number of enrolled students <sup>9</sup>**

Year	Number of enrolled students (head count)	Total FTE
First-year		
Second-year		
Third-year		
Fourth-year		
Fifth-year		
Sixth-year, if applicable		
Intercalated research year		

#### **Standard 7: Admission and Progression**

- a) Summarise briefly any changes made in the admission process for the school and give reasons for the changes.
- b) Complete Table 7.1. Explain any significant fluctuations in attrition.

<sup>9</sup> The year cohort to which students are attached, not the year of enrolment for the particular student.

**Table 7.1. Attrition of veterinary students**

Year of Entry		Original Cohort Size	Class Size in Calendar Year										Students graduating from original cohort*
			EoY 1		EoY 2		EoY 3		EoY 4		EoY 5 (if applicable)		
N-4 2016	Relative attrition by calendar year # (%)		2	2%	1	1%	1	1%	5	5%	2	2%	85
	Absolute attrition by calendar year # (%)		1	1%	0	0%	2	2%	1	1%	0	0%	
	# remaining from original cohort*	100	97	96	93	87	85						
N-3 2017	Relative attrition by calendar year # (%)												
	Absolute attrition by calendar year # (%)												
	# remaining from original cohort	100											
N-2 2018	Relative attrition by calendar year # (%)												
	Absolute attrition by calendar year # (%)												
	# remaining from original cohort	100											
N-1 2019	Relative attrition by calendar year # (%)												
	Absolute attrition by calendar year # (%)												
	# remaining from original cohort	100											
N 2020	Relative attrition by calendar year # (%)												
	Absolute attrition by calendar year # (%)												
	# remaining from original cohort	100											

Relative attrition – Students who have failed, taken a year off etc., but intend returning to the veterinary program.

Absolute attrition – Students who have left the program permanently.

\*Would exclude any students entering the cohort after 1<sup>st</sup> year of entry.

Cohort size examples in red text are included as an illustration only.

## Standard 8: Academic and Support Staff

Complete Tables 8.1 and 8.2. Summarise the number of full time equivalent academic staff teaching on the veterinary degree course and note any changes in numbers gained or lost during the previous year.

It is accepted that schools are each organised differently, and that each may count the staff FTEs for the veterinary course in different ways, especially if staff are allocated to different departments/faculties within the university. Where possible, provide the numbers for all those teaching on the veterinary degree program so that a realistic staff student ratio can be derived. If, however, the school is only able to report accurately on the number of staff directly allocated to the school and the number of students they teach, please make this clear in the report. Whichever method is used, ensure that it is consistent year on year, so that trends can be identified.

Staff not directly employed by the university who are involved in teaching for more than 10 hours per year may be included in the university's staff-student ratio returns to VSAAC provided their teaching time is covered by a contract/agreement with the university. The calculation for the ratio should be made on the basis of the proportion of time which they spend teaching compared with the time an average full-time teacher devotes to teaching, e.g. if the average workload is 600 hours per year per lecturer, and the external lecturer teaches undergraduates for 60 hours per year, this is counted as 0.1 FTE. This formula also applies to clinical staff if they teach students.

**Table 8.1: Staff involved in teaching of the veterinary program**

	Total (FTE)	
	Veterinary graduates	Non-Veterinarians
Teaching staff (total FTE)		
Research staff <sup>10</sup> (total FTE)		
Others involved in teaching (please specify <sup>11</sup> ) (FTE)		
Total staff FTE (Vets + Non-Vets)		

<sup>10</sup> 'Research staff' covers academic personnel whose main task in the school is to undertake research, even though they may from time to time take part in teaching. It is accepted that those counted under 'teaching staff' will also be undertaking research.

<sup>11</sup> Examples may include Veterinary Nurses or livestock technicians, if they are involved in teaching.

**Table 8.2: Loss and Recruitment of Staff (Both Academic & Clinical Equivalent)**

Provide data for past five years:

Department (if applicable)	Faculty Lost (FTE)	Discipline/Specialty	Name(s) (Lost) - Recruited	Faculty Recruited (FTE)	Year
VCS	1	Emergency & Critical Care	(Name)		2012
VBBS		Animal Science	Name, Name, Name	3	2012
VCS	1	Anaesthesia	(Name)		2012
VCS	1	Epidemiology & Public	(Name) - Name	1	2012
etc.	etc.	etc.	etc.	etc.	etc.

#### **Standard 9 - Curriculum**

- Summarise any significant changes in the curriculum, or progress made in planned major revisions to the curriculum in the previous year.
- Summarise any significant changes to teaching methods and the teaching and learning environment in the previous year.
- Summarise any significant changes to the school's EMS arrangements in the previous year, including developments in the monitoring of students' experience and administrative tracking systems.

#### **Standard 10 - Assessment**

Summarise any significant changes to the assessment/examination regime for the veterinary degree program including EMS.

#### **Standard 11 – Development Research Programs, Continuing and Higher Degree Education**

- Describe changes in postgraduate and continuing education in the previous year.
- Summarise any significant changes in research activity of the School in the previous year.

#### **Standard 12 - Outcomes Assessment**

- Provide employment rates of graduates (within one year of graduation). Provide commentary if below national average.
- Describe any significant program changes in the previous year that have resulted from the knowledge the school gained from carrying out outcomes assessment.

#### **Most recent VSAAC site visit report**

Action taken in response to recommendations made in the last complete site visit evaluation and/or in response to the previous annual report feedback.

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## Ratios

Please provide an update of AVBC indicator ratios (Annex 4) for the latest academic year:

- Teacher/Student
- Teacher/Support staff
- Theoretical training/practical and clinical training
- Student/animal
- Student/post-mortem examination



## ANNEX 4 – RATIOS

Activity, Service or Facility to be Evaluated	Indicator	Ratio Numerator and Denominator	Satisfactory	Unsatisfactory	Unacceptable
Teaching Staff	Teacher/student ratio	<ul style="list-style-type: none"> <li>Teachers FTE (a)</li> <li>Students (b)</li> </ul>	$R = \frac{a}{b} = \frac{1}{\leq 7.5}$	$R = \frac{1}{x \leq 7.5 < x < 15}$	$R = \frac{1}{> 15}$
Support Staff	Teacher/support staff ratio	<ul style="list-style-type: none"> <li>Teachers FTE (a)</li> <li>Support staff (c)</li> </ul>	$R = \frac{a}{c} = \frac{1}{\geq 1}$	$R = \frac{1}{0.5 < x \leq 1}$	$R = \frac{1}{< 0.5}$
Theoretical, practical and clinical training	Ratio of theoretical training/ practical and clinical training: RE	<ul style="list-style-type: none"> <li>Theoretical training (d)</li> </ul>	$RE = \frac{d}{e} = \frac{1}{\geq 1}$	$RE = \frac{1}{0.6 < x < 1}$	$RE = \frac{1}{< 0.6}$
	Ratio of clinical training/theoretical and practical training : RC	<ul style="list-style-type: none"> <li>Practical and clinical training (e)</li> </ul>	$RC = \frac{e^3}{d+e1+e2} = \frac{1}{\leq 4}$	$RC = \frac{1}{4 < x \leq 9}$	$RC = \frac{1}{> 9}$
Animals available to the clinic	Student/animal ratios	<ul style="list-style-type: none"> <li>Students graduating (i)</li> </ul>	$R = \frac{i}{f} = \frac{1}{> 20}$	$R = \frac{1}{20 > x > 5}$	$R = \frac{1}{< 5}$
		Animals <ul style="list-style-type: none"> <li>Livestock (f)</li> <li>Pets (g)</li> </ul>	$R = \frac{i}{g} = \frac{1}{> 50}$	$R = \frac{1}{50 > x > 20}$	$R = \frac{1}{< 20}$
Animals available for post-mortem examinations	Student/ post-mortem examination ratio	<ul style="list-style-type: none"> <li>Students graduating (i)</li> <li>Post-mortem examinations (h)</li> </ul>	$R = \frac{i}{h} = \frac{1}{> 4}$	$R = \frac{1}{2 < x < 4}$	$R = \frac{1}{< 2}$

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## ANNEX 5 - AVBC ATTRIBUTES OF VETERINARY GRADUATES

### ESSENTIAL COMPETENCES REQUIRED OF VETERINARIANS

#### Attributes relating to knowledge and understanding

Graduates will be able to demonstrate knowledge and understanding of:

- Scientific method at a level adequate to provide a rational basis for present veterinary practice, and to assimilate the advances in knowledge which will occur over their working life;
- The normal structure, function and development of animals, their interactions with their environment and the factors which may disturb these;
- The underlying basis of health and disease in a broad range of species;
- Fundamental clinical skills in a broad range of species;
- The principles of epidemiology, of diseases and zoonoses and their impacts on the environment;
- Public health and food safety;
- Economically and environmentally sustainable animal production systems;
- The veterinary legislative environment.

### ATTRIBUTES RELATING TO SKILLS

Graduates will have developed the following skills:

- The ability to acquire information from and about clients and perform and record a clinical examination of their animals and to store and retrieve such information;
- To collect, organise and analyse information in relation to specific problems, assessing its validity and reaching probabilistic judgements;
- To perform basic diagnostic and therapeutic procedures;
- To work and communicate effectively and empathetically with colleagues and clients through a range of media with compassion, courtesy, respect, honesty and without discrimination;
- An ability to perform effectively in a workplace including an understanding of organisational systems, human and physical resource management, performance indicators, occupational health and safety, knowledge management and quality control;
- Self-management and group leadership.

### ATTRIBUTES RELATING TO ATTITUDES AS THEY AFFECT PROFESSIONAL BEHAVIOUR

During their veterinary education, students should acquire the professional standards which are outlined in professional codes of conduct and the following attitudes which are regarded as fundamental to veterinary practice:

- An appreciation of the complexity of ethical issues, the diversity of stakeholder perspectives and the range of cultural values;
- A desire to promote animal welfare;
- An awareness of the need to communicate with clients and to involve them fully in planning and management;
- An ability to recognise when a clinical problem exceeds their capacity to deal with it safely and efficiently and of the need to refer the case for help from others when this occurs;
- A willingness to work effectively in a team with other relevant professionals;
- A recognition that it is not always in the interests of clients to do everything that is technically possible to make a precise diagnosis or attempt to modify the course of a disease;
- Recognition of the critical role of veterinarians in biosecurity and in the management of veterinary issues that have national and international implications.

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## ANNEX 6 - RCVS DAY ONE COMPETENCES

1. This document sets out the minimum essential competences that the RCVS expects all veterinary students to have met when they graduate, to ensure that they are safe to practise on day one, in whichever area of the profession they start to work.
2. Competence is a concept that integrates knowledge, skills and attitudes, the application of which enables the professional to perform effectively, including being able to cope with contingencies, change, and the unexpected. The RCVS has adopted as a definition of competence in a job *“the ability to perform the roles and tasks required by one’s job to the expected standard”*<sup>12</sup>. The standard of competence expected at any given time will *“vary with experience and responsibility and take into account the need to keep up to date with changes in practice”*. Competence is therefore a relative term and increasing levels of competence will be expected throughout the professional’s career.
3. Defined in this way, there is an important difference between ‘competence’ and ‘skills’. An example of a competence would be “perform aseptic surgery correctly”. This may include a number of associated skills such as scrubbing up, excising small tumours and cysts, routine castration, suturing etc, which would be recorded in the student’s experience log as evidence of developing competence. The more generic “competence” requires more than just acquisition of technical skills: it involves applying relevant knowledge and having the confidence and ability to transfer what has been learnt to a variety of contexts and new unpredictable situations.
4. ‘Day One Competence’ is the minimum standard required for registration with the RCVS and is the starting point for a variety of roles in the veterinary profession. After graduation, ongoing professional development will be needed in whichever field the new graduate decides to enter, and some roles may require postgraduate training and further qualifications (e.g. pathology, government regulatory work, specialist clinical practice).
5. All new graduates in clinical practice should continue their development throughout the Professional Development Phase (PDP) until they reach ‘Year One Competence’. Beyond this, they may wish to take postgraduate certificates, and seek accreditation as an RCVS Advanced Practitioner to demonstrate mastery in their field of interest. Those who want to specialise later in their careers will need to aim for a European Diploma to be accredited as RCVS and European Specialists.
6. A new graduate who has achieved day one competence should be capable and confident enough to practise veterinary medicine at a primary care level on their own, while knowing when it is appropriate to seek direction from more experienced colleagues. New graduates are likely to need more time to perform some procedures. Support and direction from more senior colleagues should be available. The amount of support and assistance needed by a new graduate should tail off over time, as they continue their development throughout the Professional Development Phase and work towards their ‘year one competence’. The measure for achievement of ‘year one competence’ is that they are *“able to perform a range of common clinical procedures, or manage them without close supervision, in a reasonable period of time and with a high probability of a successful outcome”*<sup>13</sup>.
7. Achievement of day one competence is necessary but not sufficient for a graduate to qualify for registration to practise in the UK. In addition to day one competence, all new graduates will have acquired a range of graduate-level attributes during their university degree course. These attributes include academic and professional capabilities as befits the

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<sup>12</sup> “Developing the Attributes of Medical Professional Judgement and Competence”, Michael Eraut & Benedict du Boulay, University of Sussex, 2000. [www.sussex.ac.uk/Users/bend/doh/reporhtml.html](http://www.sussex.ac.uk/Users/bend/doh/reporhtml.html); [www.sussex.ac.uk/Users/bend/doh/](http://www.sussex.ac.uk/Users/bend/doh/)

<sup>13</sup> “Guidance on the Professional Development Phase”, RCVS, August 2012

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award of a professional qualification at Masters<sup>14</sup> level of the national qualifications framework. Benchmarks for this are set in the UK by the Quality Assurance Agency which oversees standards in UK universities.

8. The new veterinary graduate must be fully conversant with and abide by the [RCVS Code of Professional Conduct and its associated guidance](#), covering:
- professional competence
  - honesty and integrity
  - independence and impartiality
  - client confidentiality and trust
  - professional accountability.

These principles, and compliance with the professional responsibilities set out in the **Code**, must underpin all their work as veterinary surgeons. The latest version of the *Code* and supporting guidance can be found on the RCVS website [www.rcvs.org.uk/advice-and-guidance/](http://www.rcvs.org.uk/advice-and-guidance/).

9. The day one competences below are set out under the broad headings of:
- General professional skills and attributes expected of newly-qualified veterinary surgeons
  - Practical and clinical competences expected of new veterinary surgeons
  - Underpinning knowledge and understanding

This last section is an indicator of the extent of knowledge, but of course can never be a fully comprehensive list.

10. There are many ways in which these competences can be learnt and assessed, but the RCVS leaves the decisions on the details to universities, subject to periodic accreditation visits. Universities are responsible for developing the day one competence of their students and ensuring that they have met the competences by the time they graduate. They are greatly assisted in this by the practising arm of the veterinary profession, which provides extra-mural work placements so that students can practise applying these competences in the workplace.
11. The RCVS has developed an online Student Experience Log (SEL), which includes a list of procedures and skills that students may cover during their degree course, both in intra-mural rotations in university clinics, and also in extra-mural placements<sup>15</sup>. The skills in the SEL are not all day one skills – some may go beyond what might be expected at day one – but the SEL can be used by the student to keep a record of the practical and clinical skills they have covered in order to guide their learning. The SEL can be used by UK universities to judge whether a student has gained a good balance of experience before they graduate.

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<sup>14</sup> The Quality Assurance Agency sets the level descriptors and benchmarks for higher education qualifications in the UK. Masters degrees are placed at level 7 in the framework for England, Wales and Northern Ireland, and at level 11 in the framework for Scotland. This equates to the European 'Bologna' framework for higher education, where Masters degrees are placed within the 'second cycle' of higher education. Details of the framework of levels can be found on the QAA website, [www.qaa.ac.uk](http://www.qaa.ac.uk).

<sup>15</sup> The SEL is one component of the RCVS Professional Development Record (PDR). After registering with the RCVS, new graduates progress to the PDP component of the PDR to record their year one competence. The CPD component of the PDR can be used by all members of RCVS to record their ongoing professional development plans and achievements.

## RCVS Day One Competences

General professional skills and attributes expected of newly qualified veterinary surgeons		
Competence		Guidance
1	<b>Be fully conversant with, and follow the RCVS Code of Professional Conduct</b>	The RCVS Code of Professional Conduct is available on the RCVS website at <a href="http://www.rcvs.org.uk/vetcode">www.rcvs.org.uk/vetcode</a> .
2	<b>Understand the ethical and legal responsibilities of the veterinary surgeon in relation to patients, clients, society and the environment.</b>	<p>To abide by the principles in the Code of Professional Conduct, veterinary surgeons need to be able to make professional judgements based on sound principles. They must be able to think through the dilemmas they face when presented with conflicting priorities and be prepared to justify the decisions they make.</p> <p>As well as decisions relating to individual patients, animal groups, populations of animals and clients, veterinary surgeons must take account of the possible impact of their actions beyond the immediate workplace, for example, on public health, the environment and society more generally.</p>
3	<b>Demonstrate a knowledge of the organisation, management and legislation related to a veterinary business.</b>	<p>This includes:</p> <ul style="list-style-type: none"> <li>• knowing one's own and the employer's responsibilities in relation to employment, financial and health and safety legislation, the position relating to non-veterinary staff, professional and public liability</li> <li>• awareness of how fees are calculated, of income, overheads and other expenditure involved in running a veterinary business</li> <li>• ability to work with various information systems in order to effectively communicate, share, collect, manipulate and analyse information</li> <li>• importance of complying with professional standards, protocols and policies of the business</li> <li>• knowledge of legislation affecting veterinary businesses, such as the disposal of clinical waste and safety of medicines.</li> </ul>

General professional skills and attributes  
expected of newly qualified veterinary surgeons

Competence		Guidance
4	<b>Promote, monitor and maintain health and safety in the veterinary setting; demonstrate knowledge of systems of quality assurance; apply principles of risk management to their practice.</b>	<i>This includes knowledge and explanation of the procedure for reporting adverse incidents and the procedures for avoiding them. It also includes following safe practices relating to the dangers in the workplace.</i>
5	<b>Communicate effectively with clients, the public, professional colleagues and responsible authorities, using language appropriate to the audience concerned.</b>	<i>Effective communication includes effective listening and responding appropriately, both verbally and non-verbally, depending on the context.</i>
6	<b>Prepare accurate clinical and client records, and case reports when necessary, in a form satisfactory to colleagues and understandable by the public.</b>	<i>Patient records should be clear enough that they can be referred to by others and (if written by hand) legible, avoiding idiosyncratic abbreviations or jargon, so the case can be taken over by another professional for ongoing treatment if necessary.</i>
7	<b>Work effectively as a member of a multi-disciplinary team in the delivery of services.</b>	<i>The team may include veterinary nurses, practice managers, technicians, farriers, nutritionists, physiotherapists, veterinary specialists, meat hygiene inspectors, animal handlers and others. The veterinary surgeon should be familiar with and respect the roles played by others in the team and be prepared to provide effective leadership when appropriate.</i>
8	<b>Understand the economic and emotional context in which the veterinary surgeon operates.</b>	<i>Veterinary surgeons need to be resilient and confident in their own professional judgements to withstand the stresses and conflicting demands they may face in the workplace. They should know how to recognise the signs of stress and how to seek support to mitigate the psychological stress on themselves and others.</i>
9	<b>Be able to review and evaluate literature and presentations critically.</b>	<i>New graduates must be able to appreciate the difference in value to be attached to different sorts of literature and evidence, for example, recognising commercial and other forms of bias.</i>

General professional skills and attributes  
expected of newly qualified veterinary surgeons

Competence		Guidance
10	<b>Understand and apply principles of clinical governance, and practise evidence-based veterinary medicine.</b>	<p><i>More guidance on clinical governance is included in the supporting guidance to the <a href="#">Code of Professional Conduct</a>.</i></p> <p><i>It includes critically analysing the best available evidence for procedures used, reflecting on performance and critical events and learning from the outcome to make changes to one's practice.</i></p>
11	<b>Use their professional capabilities to contribute to the advancement of veterinary knowledge, in order to improve the quality of animal care and public health.</b>	<p><i>The veterinary surgeon must think beyond the immediate case in hand, and take up opportunities to contribute to the processes of continuous improvement. This may include clinical audit, case discussions, research and adding to the evidence base for others to draw on in the future.</i></p>
12	<b>Demonstrate ability to cope with incomplete information, deal with contingencies, and adapt to change.</b>	<p><i>Veterinary surgeons must be able to manage cases and make decisions where there is incomplete or unclear data. It is not always possible to run a full set of tests or range of diagnostic procedures which may preclude the investigation of the 'perfect' case. They need to be able to adapt their approach to fit changing circumstances, know how to cope appropriately with contingencies and the unexpected, and identify appropriate options for further diagnosis, treatment and/or referral, should a case require it.</i></p>
13	<b>Demonstrate that they recognise personal and professional limits, and know how to seek professional advice, assistance and support when necessary.</b>	<p><i>Veterinary surgeons undertaking procedures on patients must at all stages in their careers be competent in their performance, or be under the close supervision of those so competent until such time as they can act alone.</i></p>

General professional skills and attributes  
expected of newly qualified veterinary surgeons

Competence		Guidance
14	<b>Demonstrate a commitment to learning and professional development, both personal and as a member of a profession actively engaged in work-based learning. This includes recording and reflecting on professional experience and taking measures to improve performance and competence.</b>	<i>It is a requirement of the RCVS Code of Professional Conduct that veterinary surgeons must maintain and develop their knowledge and skills relevant to their professional practice and competence. New graduates must be prepared to <a href="#">take part in the RCVS Professional Development Phase (PDP)</a> and be ready on graduation to make the transition to being an independent learner responsible for their own professional improvement and development. This includes being able to reflect, learn, and share information gained with others.</i>
15	<b>Take part in self-audit and peer-group review processes in order to improve performance.</b>	<i>Veterinary surgeons must regularly review how they are performing in their day to day professional work, and play an active part in performance appraisal. New graduates in clinical practice must take part in the <a href="#">RCVS Professional Development Phase</a> and keep a record of their continuing progress until they have met the year one competence level.</i>
16	<b>Obtain an accurate and relevant history of the individual animal or animal group, and its/their environment</b>	
17	<b>Handle and restrain animal patients safely and humanely, and instruct others in helping the veterinary surgeon perform these techniques.</b>	<i>Safety applies not only to the animal, but also to others nearby. The new veterinary surgeon should be able to make a rapid risk assessment of all procedures as duties are performed, as dangers may appear in situations that initially appear to be safe. They should be prepared to take a range of measures including adaptation, seeking assistance or retreating from the task until safety measures can be put in place.</i>



General professional skills and attributes  
expected of newly qualified veterinary surgeons

Competence		Guidance
18	<b>Perform a complete clinical examination</b>	<i>A complete clinical examination is not always required or appropriate in practice. Whilst the new veterinary surgeon should be able to perform a complete examination, they should know when it is appropriate to adapt their examination to the circumstances.</i>
19	<b>Develop appropriate treatment plans and administer treatment in the interests of the patients and with regard to the resources available.</b>	<i>This includes being able to tailor a treatment plan when there may be financial or other constraints, whilst prioritising the welfare of the patient(s), whether for an individual animal or the group.</i>
20	<b>Attend all species in an emergency and perform first aid.</b>	<i>The new graduate must be able to perform basic first aid, and know when and how to call for assistance from others if called to deal with an animal outside their immediate area of competence or where there are potential risks to health and safety. This involves being able to make a rapid risk assessment of the situation and taking appropriate action to protect the health and safety of themselves and those around them.</i>
21	<b>Assess the physical condition, welfare and nutritional status of an animal or group of animals and advise the client on principles of husbandry and feeding.</b>	<i>This applies to commonly presented cases and would not be expected to include advanced advice for complex cases.</i>
22	<b>Collect, preserve and transport samples, select appropriate diagnostic tests, interpret and understand the limitations of the test results.</b>	<i>New graduates are expected to have a working knowledge of relevant tests for the condition under investigation. They should seek assistance to interpret results when appropriate.</i>
23	<b>Communicate clearly and collaborate with referral and diagnostic services, including providing an appropriate history.</b>	

General professional skills and attributes  
expected of newly qualified veterinary surgeons

Competence		Guidance
24	<b>Understand the contribution that imaging and other diagnostic techniques can make in achieving a diagnosis. Use basic imaging equipment and carry out an examination effectively as appropriate to the case, in accordance with good health and safety practice and current regulations.</b>	<i>This competence includes taking images of diagnostically-useful quality, as well as the safe use of the equipment (eg ionising radiation regulations) in accordance with best practice ('ALARA' principle – as low as reasonably achievable). 'Basic' equipment includes, for example, x-ray, ultrasound and endoscopes, but a new graduate would not be expected to perform an MRI or CT scan. New graduates should be able to interpret common findings and know when to refer or seek more experienced interpretation if appropriate.</i>
25	<b>Recognise suspicious signs of possible notifiable, reportable and zoonotic diseases and take appropriate action, including notifying the relevant authorities.</b>	<i>This involves identifying the clinical signs, clinical course, transmission potential (including vectors) of pathogens associated with common zoonotic and food-borne diseases and transboundary animal diseases.</i>
26	<b>Apply the RCVS Twelve Principles of Certification.</b>	<i>The <a href="#">Principles of Certification</a> are described in the supporting guidance to the Code of Professional Conduct, available on the RCVS website. New graduates must be familiar with the Principles and follow the RCVS supporting guidance.</i>
27	<b>Access the appropriate sources of data on licensed medicines.</b>	
28	<b>Prescribe and dispense medicines correctly and responsibly in accordance with legislation and latest guidance.</b>	<i>New graduates must understand the requirements of the Cascade in prescribing. In particular, when prescribing or using antimicrobial agents, care must be taken to minimise the risk of antimicrobial resistance.</i>
29	<b>Report suspected adverse reactions.</b>	<i>The veterinary surgeon should follow the Veterinary Medicines Directorate procedures for reporting.</i>

General professional skills and attributes  
expected of newly qualified veterinary surgeons

Competence		Guidance
30	<b>Apply principles of bio-security correctly, including sterilisation of equipment and disinfection of clothing.</b>	<i>This applies to all areas of veterinary practice. All veterinary surgeons must maintain high standards of biosecurity at all times in order to minimise the risk of contamination, cross-infection and accumulation of pathogens in the veterinary premises and in the field.</i>
31	<b>Perform aseptic surgery correctly.</b>	<i>The new graduate must appreciate the requirement for asepsis during procedures, and be able to perform simple, elective surgeries within the limitations of their experience, in an aseptic fashion.</i>
32	<b>Safely perform sedation, and general and regional anaesthesia; implement chemical methods of restraint.</b>	
33	<b>Assess and manage pain.</b>	<i>The new graduate should be able to score and evaluate pain.</i>
34	<b>Recognise when euthanasia is appropriate and perform it humanely, using an appropriate method, whilst showing sensitivity to the feelings of owners and others, with due regard to the safety of those present; advise on disposal of the carcass.</b>	
35	<b>Perform a systematic gross post-mortem examination, record observations, sample tissues, store and transport them.</b>	<i>The new graduate should be aware of the limitations of such investigations, and the potential for conflict of interest where the veterinary surgeon has previously been involved with the case. It is important that they are able to differentiate between normal and abnormal, and that good quality records and samples are taken for further investigation by a pathologist if necessary.</i>

General professional skills and attributes  
expected of newly qualified veterinary surgeons

Competence		Guidance
36	<b>Perform ante-mortem inspection of animals destined for the food-chain, including paying attention to welfare aspects; correctly identify conditions affecting the quality and safety of products of animal origin, to exclude those animals whose condition means their products are unsuitable for the food-chain.</b>	<i>Not all graduates will work in food-animal practice, but the ability to undertake a health and welfare assessment is an important competence, and is required of all new graduates to comply with European and OIE international recognition requirements. Further postgraduate training will be needed before the new graduate can take up official veterinarian duties.</i>
37	<b>Advise on, and implement, preventative programs appropriate to the species and in line with accepted animal health, welfare and public health standards.</b>	<i>New graduates will need to be able to assess health and welfare records (and production records where appropriate) and implement health plans. This does not only apply to production animals but is important for any kept animals, particularly those kept in groups.</i>

## Underpinning knowledge and understanding

In order to be able to undertake their professional duties effectively, new veterinary graduates will need a breadth of underpinning knowledge and understanding of the biological, animal and social sciences and laws related to the animal industries. This will include, but is not restricted to, the following:

- Understanding of, and competence in, the logical approaches to both scientific and clinical reasoning, the distinction between the two, and the strengths and limitations of each.
- Research methods and the contribution of basic and applied research to veterinary science.
- The structure, function and behaviour of animals and their physiological and welfare needs, including healthy domestic animals, captive wildlife and laboratory-housed animals.
- A knowledge of the businesses related to animal breeding, production and keeping.
- The aetiology, pathogenesis, clinical signs, diagnosis and treatment of the common diseases and disorders that occur in the common domestic species in the UK.
- Awareness of other diseases of international importance that pose a risk to national and international biosecurity.
- Legislation relating to animal care and welfare, animal movement, and notifiable and reportable diseases.
- Medicines legislation and guidelines on responsible use of medicines, including responsible use of antimicrobials and anthelmintics.
- The principles of disease prevention and the promotion of health and welfare.
- Veterinary public health issues, including epidemiology, transboundary epizootic diseases, zoonotic and food-borne diseases, emerging and re-emerging diseases, food hygiene and technology.
- Principles of effective interpersonal interaction, including communication, leadership, management and team working.
- The ethical framework within which veterinary surgeons should work, including important ethical theories that inform decision-making in professional and animal welfare-related ethics.

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# ANNEX 7 – AGREEMENT BETWEEN RCVS AND AVBC

## AGREEMENT

## BETWEEN

### ROYAL COLLEGE OF VETERINARY SURGEONS (RCVS)

of Belgravia House, 62-64 Horseferry Road, London SW1P 2AF, United Kingdom

## AND

### AUSTRALASIAN VETERINARY BOARDS COUNCIL INC. (AVBC)

of Level 8, 470 Collins Street, Melbourne, Victoria 3000, Australia

## MADE ON JUNE

2000

and amended

NOVEMBER 2005, NOVEMBER 2010, MAY 2014 AND OCTOBER 2019

**To accept systems of accreditation and visitation in the United Kingdom (carried out by the RCVS) and in Australia and New Zealand (carried out by the Veterinary Schools Accreditation Advisory Committee, reporting to the AVBC) as the basis of recognising veterinary qualifications for the purpose of registration, as follows:-**

1. The recognised qualifications shall be accepted as the basis for registration to practise veterinary surgery by the RCVS in the United Kingdom and by the AVBC, subject to meeting any other requirements which may be set out in the relevant legislation of the country or state in which registration is sought. Each party to this Agreement shall inform the other of any changes in such legislation.
2. The recognised qualifications shall include degrees awarded by universities accredited by the RCVS and the AVBC, the RCVS Statutory Membership Examination and the National Veterinary Examination for Australia and New Zealand.
3. Accreditation by the RCVS and the AVBC means direct accreditation of institutions by those organisations and does not include institutions accredited by third party accrediting organisations.
4. The RCVS and the AVBC shall carry out regular visitations of the veterinary schools in the United Kingdom and Australasia, respectively, normally on a seven year cycle and with no more than a 10 year interval between visits to an individual school, and shall send each other for information only, a draft copy of each visitation report as soon as it has been checked for factual accuracy by the university concerned. Each organisation shall then send to the other organisation the final version of each report as soon as it has been approved by either the RCVS in the case of the UK schools, or by the AVBC in the case of the Australasian schools. Any unreasonable delay in carrying out a visit, or sharing a visitation report, may be grounds for acting in accordance with paragraph 8(iv) of this Agreement.
5. The RCVS and the AVBC shall furnish each other with complete copies of the current visitation procedures and documentation specifying standards and methods of evaluation and provide immediate information about any material changes made. Each party to this Agreement reserves the right to call for a review of this Agreement if material changes are made to the standards, the procedure or the documentation used for visitations.

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6. For visitations to veterinary schools which are not AVMA accredited, or where a joint visitation does not include the AVMA Council on Education, each visitation team shall normally include at least one, and usually no more than two, nominees of the RCVS or the AVBC, on a reciprocal basis, serving as full voting visitors on the team.
  7. For visitations undertaken jointly between the AVBC, the RCVS and the AVMA Council on Education, each visitation team shall normally include either one or two RCVS appointed visitors with full voting rights for visits in Australia and New Zealand, and either one or two AVBC appointed visitors with full voting rights for visits in the UK, or as otherwise agreed between the parties.
  8. Once final visitation reports have been received, as described in Paragraph 4 above, the Council of the receiving organisation shall decide whether to: -
    - i. accept the report, on the basis that no material deficiencies have been identified and the receiving organisation is satisfied that the qualification is sufficient to meet the current registration requirements in that country or state; or
    - ii. specify that certain steps should be taken, within a stated period of time: for example, to provide further information, to effect changes or remedy any deficiencies that have been identified, or if the receiving organisation has concerns. In such a case it would be expected that the University in question should formally respond within two years in a letter from the Vice-Chancellor; and/or
    - iii. make a further visit itself, subject to the agreement of the school in question, to investigate its continuing concerns or to confirm that there are no longer any material deficiencies; and/or
    - iv. withdraw recognition, if there is any unnecessary delay in responding to a request for changes to be made or for further information to be provided.
  9. The RCVS Statutory Membership Examination and the Australian and New Zealand National Veterinary Examination shall be subject to an audit every 5 years using agreed criteria for assessment, and copies of the audit reports shall be submitted to the RCVS/the AVBC, as appropriate, to consider the options listed in paragraph 8 above (in so far as they are relevant to the examining bodies rather than universities).
  10. In the event that either of the parties to this Agreement, or the relevant registration authorities, is not satisfied that a qualification is sufficient to meet their statutory or other requirements for registration, the RCVS and the AVBC have the right to withhold or withdraw recognition. Any withdrawal of recognition shall have immediate effect unless a different date is specified.
  11. The visitors' travel, accommodation and any loss of earnings allowance payable by the visitors' home accrediting body will be borne by the university being visited. The university must also pay any accreditation fee(s) charged by the accrediting body or bodies. Each accrediting body reserves the right to withhold their decision on the university's accreditation status until such time as the visitors' costs and accreditation fee have been paid in full.
  12. This Agreement supersedes any previous Agreement regarding recognition of veterinary qualifications in the United Kingdom and Australasia.
  13. This Agreement shall be reviewed every five years or as otherwise agreed between the two organisations.

## ANNEX 8 - SUGGESTED SITE VISIT SCHEDULE

SUGGESTED VSAAC SCHEDULE	
<p style="text-align: center;"><b>Overview</b></p> <ol style="list-style-type: none"> <li>1. It is the school's responsibility to organise the timing of the facilities tour.</li> <li>2. The VSAAC team is responsible for timing of meetings on subsequent days.</li> <li>3. It is important to ensure that a detailed list of staff and students attending various meetings is provided to the team prior to the visit.</li> <li>4. Where a distributed model for core clinical teaching is used, time must be timetabled to allow inspection of facilities and discussion with the key practice personnel about their role with students.</li> <li>5. It is important that the meeting room for the VSAAC visit accommodates up to 30 people, for the larger meetings required (e.g. general staff, postgrads etc.)</li> <li>6. The school must arrange for an opportunity for staff and students to confidentially meet with visit team. A relevant room must be arranged where students and staff can meet the committee, unobserved. Additionally, the opportunity for students and staff to meet confidentially with the committee must be advertised before the visit and again during the visit.</li> <li>7. <b>General Note: It is likely that the visit team will require additional information during the visit. It would be helpful if the HoS and relevant senior administrative staff are available to ensure the relevant information can be obtained.</b></li> </ol>	<p style="text-align: center;"><b>COMMENTS</b></p> <p style="text-align: center;"><i>Include location if not in base room, any transport arrangements</i></p>



Day	Time	Names of staff members present	Details	Venue
<b>MONDAY</b>				
	1430-1730		Training of site visit team	
	1830-21.00	Normally a similar number to VSAAC team members	Dinner with Dean & HoS and Senior School Executive	The purpose of the dinner on the evening prior to the visit is for the VSAAC team to meet the senior executive of the veterinary school informally.  TBA (plus auxiliary information)
<b>TUESDAY</b>				
<b>Std 1. Organisation</b>	0800-0900	Dean –presentation and executive staff	Introductory talk by HoS - overview of strategic vision for the school (30min) + 30 min discussion on organisational structure	Base Room  The school will have the opportunity during this session to explain how the School structure works and relevant delegated responsibilities.
<b>Std 3: Facilities and Equipment</b>  <b>Std 4: Animals Resources</b>	0900-1200 20 min Tea Break	<b>(Print out maps (notes) for review panel.)</b> <b>[If possible, have students available for interview in situ)</b>	Veterinary Hospital Library and computing Lecture theatres Prac Labs Tutorial rooms Physiology/Anatomy Pathology etc. Large Animal Teaching facilities Etc.	It is the school's responsibility to organise the schedule to ensure that all relevant facilities are inspected by the VSAAC team. The focus is on facilities that are specific to student education. It is especially important to see student laboratories and the inspection will have a strong focus on clinical teaching facilities. The school needs to ensure that the team has sufficient time in the tour to verify material in the self-evaluation report.  The site visit team will need time to inspect all clinical facilities including isolation areas and also medical records. The team also will need to inspect any core clinical facilities if there is a distributed model for clinical teaching.  Inspection of all animal facilities including yards, sheds, practical facilities etc.

Day	Time	Names of staff members present	Details	Venue
	1200-1245		LUNCH	
<b>Std 7. Admission &amp; Progression</b>	1245--13.30		Meeting with academic responsible for Admissions and Admissions Committee	Admissions - the focus here is to fully understand the admission process and also how admission is reviewed and changed. Student support also is an important area for focus.  Base room
<b>Std 10. Assessment</b>	13.30-14.00	Curriculum Committee	Meeting with Curriculum Committee (including Year coordinators).	Base room
	14.00-14.15		BREAK	
<b>Std 9. Curriculum</b>	14.15-14.45		Meeting with Curriculum Committee (including Year coordinators) continued.	The curriculum session is one of the most important during the visit. It is critical to have all the year coordinators and relevant pre-clinical and clinical staff at this meeting. The curriculum standard (Standard 7) is very detailed and all areas of this Standard will be covered during the meeting.  Base room
<i>Curriculum (cont'd)</i>	1445-1530		BVSc pre- clinical teachers	This meeting is focused on the clinical teaching curriculum  Base room
<i>Curriculum (cont'd)</i>	1530-1615		BVSc Clinical Teachers	Base room
	16.15-1630		BREAK	
<b>Std 5. Information Resources and</b>	1630-1700		Meeting with library and learning resources staff, staff who support the physical, emotional and welfare needs of students	The library should be covered in the facilities tour on the first day. What is helpful in this meeting is to have a presentation by library, IT, student welfare staff that enables the site visit team to understand the training

Day	Time	Names of staff members present	Details	Venue
<b>Std 6. Student and Learning Support</b>				students receive and access to resources. Base room
<i>Return to Hotel</i>	17.00			
<i>Site Team in committee</i>	18.00-21.00			Hotel meeting room
<b>WEDNESDAY</b>				
<b>Std 1. Organisation and Std 2. Finances</b>	08.00-09.00		Meeting Dean (Head of School), Faculty Executive and senior university finance personnel - finance and organisation, person responsible for finance of clinical teaching hospital (s). Presentation to be made to explain the university finance model.	The meeting with the HoS and senior executive will focus on organisation and finances. It is important that full details of the financial model are provided so that the VSAAC team can understand how funds flow to the school. In this meeting a presentation of no more than 20 min at the start is often helpful to help the VSAAC team have an orientation to the vision, mission, organisation and finances of the school. Relevant senior university finance personnel are helpful in providing insight into the financial model used. Base room
	0900-0915		BREAK	
<b>Std 12. Outcomes Assessment</b>	09.15-1015		Meeting with HoS and relevant staff re outcomes assessment	The processes and procedures used to monitor and review outcomes are addressed in this meeting. Base room
	10.15-10.30		BREAK	

Day	Time	Names of staff members present	Details	Venue
<b>Std 11. Research Programmes, Continuing and Higher Degree Education</b>	10.30-11.15		Meeting with Research Committee and those responsible for Continuing and Higher Degree Education	Focus in research is on involvement of students in research projects, programs that strengthen the degree program and relevant to needs of profession and the community.
	11.15-11.30		BREAK	
<b>Std 8. Academic &amp; Support Staff</b>	11.30-12.15		Meeting with postgraduate students, interns and residents Meeting with junior academic staff (tutors, lecturers)	The meeting is focused on the interaction of junior staff with students and to get their input and ideas  Base room
	12.15-12.30		BREAK	
<b>Std 7. Admission and Progression, Std 6. Student and Learning Support</b>	12.30-14.00	Year 1 – Year 2 – Year 3 – Year 4 – Year 5 – etc.	Lunch with a range of students drawn from each year. Maximum of 15 students.	
<b>Std 3: Facilities and Equipment</b>  <b>Std 4: Animal Resources</b>	14.00-17.00	<b>(Print out maps (notes) for review panel.)</b> <b>[If possible, have students available for interview in situ]</b>	Part 2 of facilities tour. If on-campus was the focus on Day 1 then off campus sites may be visited during this time.	
<b>Site Team in committee</b>	18.00-21.00			
<b>THURSDAY</b>				

Day	Time	Names of staff members present	Details	Venue
<b>Std 8. Academic &amp; Support Staff</b>	0800-0900		Meeting with support/general staff	The site visit team values the viewpoint of support/general staff and this meeting provides an opportunity to hear about resources and some of the details about practical classes.  Base room
	0900-0915		BREAK	TBA
<b>Std 4. Animal Resources</b>	0915-1015		Meeting with key staff in relation to clinical teaching	This meeting is focused on the clinical aspects of Standard 4.  Base room
	1015-1030		BREAK	TBA
<b>Std 4. Animal Resources</b>	1030-1115		Meeting with relevant staff in relation to extramural training - clinical & preclinical	The meeting is important to understand extramural pre-clinical and clinical practical work and clinical assessment.  Base room
	1115-1130		BREAK	TBA
<b>Std 8. Academic &amp; Support Staff</b>	1130-1200	x sent out email invitations	Confidential meeting with individual staff members	An appropriate meeting room must be available where staff members can come without being seen. The confidential meetings must be advertised to all staff members and a reminder sent the week of the VSAAC visit.  TBA
	1200-1230	x sent out email invitations	Confidential meeting with individual students	An appropriate meeting room must be available where students can come without being seen. The confidential meetings must be advertised to all students and a reminder sent the week of the VSAAC visit.

Day	Time	Names of staff members present	Details	Venue
				DB039-252 (School of Medicine – Faculty boardroom)
<b>Std 12. Outcomes Assessment</b>	1230-1400	Lunch with practitioners involved with the program and employing graduates.		TBA
<b>Std 8. Academic &amp; Support Staff</b>	1400-1500		Meeting with Department/Section Heads	This meeting is designed to fill in the blanks or check some of the details about the information gathered by the site visit team, including staff appointments.  Base room
	1500-1515		BREAK	TBA
	1515-1600		Review of information to date with HoS and senior executive	In this meeting, any information is verified and there is the opportunity for an exchange of views between the senior staff and the site visit team.  Base room
	1700-2100		Site team in committee	
<b>FRIDAY</b>				
	0900-1000		Exit meeting with Dean, HoS and Senior Executive	Base room
	1000-1100		Exit meeting with Vice-Chancellor	Base room
	Afternoon		Complete report writing	Base room

## ANNEX 9 - FEES FOR SITE VISITS AND ACCREDITATION

Indicative AVBC fee\* schedule for a full Accreditation Site Visit (AUD) for Australasian Schools (subject to change)

	Item.	No. People	Rate	Days	Total Cost
<b><u>Honoraria/Session Fees</u></b>					
Chair	Daily fee	1	1,650	8	\$13,200
Team Members(5)	Daily fee	5	810	5	\$20,250
					\$33,450
<b><u>Other expenses</u></b>					
Chair	Airfares & travel	1	1,200		\$1,200
Team Members (5) + AVBC Staff	Airfares & travel	6	900		\$5,400
Chair + Team Members (5) + AVBC Staff	Accommodation and meals	7	395	6	\$16,590
Chair + Team Members (5) + AVBC Staff	Insurance	7	60		\$420
					\$23,610
<b>Total</b>					\$57,060
<b><u>AVBC expenses</u></b>					
Administration**					\$15,000
<b>TOTAL Cost (excl GST)</b>					<b>\$72,060</b>
<b>TOTAL Cost (including GST)</b>					<b>\$79,266</b>

\* Expenses for site team members representing the Royal College of Veterinary Surgeons or South African Veterinary Council are invoiced separately by those accreditation bodies.

\*\* Includes fee for review of annual reports by the Veterinary Schools Accreditation Advisory Committee.

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## **AVBC Administration Fees**

In addition to expenses incurred by team, the AVBC administrative fees (excluding GST) are as follows:

- full site visit to Australasian schools \$15,000 per visit
- to IAWG, UK, SAVC and Irish schools \$6,000 per visit
- full site visit for schools in countries without an MRA \$60,000 per visit
- consultative visit \$12,850 (any school)
- focused visit \$6,000 (any school)

## **Annual Administration Fees**

When a veterinary school in a country which does not have an MRA with Australia is fully accredited, an annual administration fee of \$12,000 will be payable. Failure by a school to pay the annual administration fee will result in withdrawal of their accreditation status.



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## ANNEX 10 - PROCEDURES FOR INTERNATIONAL ACCREDITATION VISITS

### Introduction

After several meetings of the International Accreditors Working Group comprised of representatives from the American Veterinary Medical Association Council on Education, The Royal College of Veterinary Surgeons and the Australasian Veterinary Boards Council and attended by observers from the European Association of Establishments for Veterinary Education and the Veterinary Council of South Africa it was decided to proceed with arrangements for the international accreditation of veterinary schools that requested such international accreditation.

### Management of International Visits

Some key principles for managing such visits were established:

- the site visit would be managed by the home organisation;
- the Executive Chair of the site visit should be from the country or region concerned (but with consultation from other organisations);
- the region visited should supply the administrative support;
- collaboration was needed in team selection to ensure a balance of expertise;
- examination of documentation from different jurisdictions is required to ensure all requirements are met;
- a single self-evaluation report is required from the School
- a single visit report would be produced.
- full authority for a final decision rests with each jurisdiction.

For the first international accreditation visit to Murdoch University, the accreditation authorities represented at the IAWG agreed that:

- A combined visit which met the requirements of the AVMA, RCVS and AVBC could be achieved;
- A single SER would be required, based on the AVMA Council on Education *Standards of Accreditation* document, with supplementary material that met requirements for AVBC and RCVS;
- The site visit team would be composed of representatives of the AVMA, RCVS and AVBC, with observers from SAVC and EAEVE;
- The visit would be jointly chaired by representatives from the AVMA-COE and AVBC, with the AVBC as the host country taking the role of Executive Chair. The composition of the core visit team of 8 would be; 4 nominated by the AVMA, 2 nominated by AVBC, 2 nominated by the RCVS and staffing by AVBC and AVMA.

At a meeting of the IAWG held in Chicago in 2011 it was agreed that for further international collaborative visits:

- The School concerned should request the visit and should be sure of a positive benefit : cost for an international collaborative visit.
- The team composition and the chairs for the visit should be carefully planned
- Adequate time should be set aside for preparation and communication in advance of the visit.
- The local representative member of the AVMA portion of the team should meet the attributes agreed at the last IAWG

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meeting and the accreditation body, for example the AVBC should approve the person nominated for this appointment.

- At least 1 day should be allocated prior to the visit for “team building” so that the team starts with a similar understanding and knowledge of members’ approaches and personalities. This recommendation was considered to be a most important success factor for future team visits and it was added to the proposed procedure for future joint site visits.
- Ongoing review of the process and any emerging challenges should be part of the daily process for the team during the visit. The debriefing on process would be conducted as an additional and separate step to the daily assessment of the standards evaluated on that day.
- Adequate time should be allocated following the report to the President/Vice-Chancellor, to complete the draft report before the site visit team departs, as it is challenging to complete the report once the team has dispersed.
- The meeting further agreed that it is important for each accrediting authority to “close the circle” and report to all representatives each authority’s decision on accreditation

The 2011 meeting also agreed that to conduct a joint AVBC/COE accreditation site visit in Australia or New Zealand the composition of the site team would be:

- 4 AVMA COE (voting) core group members (1 Chair)
  - 2 members appointed by the COE
  - 1 member appointed by the Canadian Veterinary Medical Association
  - 1 member appointed by the geographically closest appropriate veterinary licensing body or association (state, district, regional, national, or other) and selected in consultation with AVBC.
- 3 AVBC (voting) representatives (To include the Executive Chair and a New Zealand representative)
- 1-2 RCVS (voting) representatives
- 1 (non-voting) SAVC observer
- 1 (non-voting) EAEVE observer
- 1 AVMA staff person
- 1 AVBC staff person

In 2014 the IAWG suggested further rationalisation of international teams by including the regional AVMA nominee with the local number of team members and adding a COE (non-voting) member resulting in a maximum of 8 voting team members as follows:

- 2 AVMA
- 1 CVMA
- 3 local (RCVS, AVBC)
- 1 or 2 RCVS/AVBC (maximum 8 voting members)
- 1 COE observer (non-voting)
- Up to 2 voluntary observers (Sth Africa/EAEVE)
- 1 student (UK)
- 1 AVMA staff
- 1 AVBC/RCVS staff

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Further refinements to the process included:

- Clearer definition of the respective co-chair roles and responsibilities
- Alignment of confidentiality agreements
- Consideration of whole group use of the AVMA COE rubric
- Communication through the local accreditation body
- Joint signing of correspondence

In 2016 the IAWG decided to continue with the team structure, as agreed in 2014. It was agreed that the home accrediting body will first select team members then seek input from the other accrediting bodies to provide visitors with expertise that is required.

## ANNEX 11 - AVMA-AVBC-RCVS indicative rubric

Site visit: XXXXXXXX

### THE STANDARDS OF ACCREDITATION

#### SITE TEAM SCORING RUBRIC

#### Standard 1, Organization

##### *The school must develop and follow its mission statement.*

Intent: A well-developed mission statement is helpful in communicating the values and purpose of the school, as long as it is followed and reflected in the actual practices of the school.

What to look for: Evidence of overall teaching, research, and service commitment; commitment to undergraduate education; commitment to provide instruction and clinical opportunities for students in a wide variety of domestic species, including food animal, equine, and companion animal; commitment to excellence in program delivery.

RCVS - The school must have a strategic plan and an operating plan.

RCVS – The school must provide evidence that it manages concerns about, or risks to, the quality of any aspect of the veterinary programme.

The school has a well-developed mission statement that is followed.

Y MD N

☐ ☐ ☐

The school has a strategic plan and an operating plan that is followed.

Y MD N

☐ ☐ ☐

#### Comments:

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#### Dean's Comments:

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#### Site Team's Assessment:

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#### Deficiencies (Major/Minor):

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#### Directives:

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#### Suggestions:

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**Commendations:**

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**Additional Reporting:**

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***An accredited school of veterinary medicine must be a part of an institution of higher learning accredited by an organization recognized for that purpose by its country's government.***

What to look for: The institutional accrediting body has been identified; the accreditation status of the university is provided; deficiencies noted by the accreditor that may impact compliance with the Standards of Accreditation are being addressed adequately.

The school is part of an institution accredited or federally recognized for this purpose.

**Y MD N**

☐ ☐ ☐

**Comments:**

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**Dean's Comments:**

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**Site Team's Assessment:**

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**Deficiencies (Major/Minor):**

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**Directives:**

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**Suggestions:**

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**Commendations:**

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**Additional Reporting:**

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***A school may be accredited only when it is a major academic administrative division of the parent institution and is afforded the same recognition, status, and autonomy as other professional schools in that institution.***

Intent: Effective veterinary schools are complex, multidisciplinary, and resource intensive. Access to senior institutional leaders is essential to ensure ongoing needs are fully appreciated and adequate resources are made available to sustain the teaching, research, and service mission of the school.

What to look for: A flow chart indicating the position of the school of veterinary medicine in the university structure; lines of authority and responsibility are shown; names and titles of principal administrative officers are provided to the level of school.

The school is a major academic administrative division of the university afforded the same recognition, status, and autonomy as other professional schools.

**Y MD N**

☐ ☐ ☐

**Comments:**

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**Dean's Comments:**

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**Site Team's Assessment:**

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**Deficiencies (Major/Minor):**

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**Directives:**

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**Suggestions:**

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**Commendations:**

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**Additional Reporting:**

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***The Dean, Head or Principal must be a locally registered veterinarian, as must the staff member responsible for the professional, ethical and academic conduct of the school's clinical teaching hospital(s). Where a distributed teaching model is used for clinical education, a university staff registered veterinarian must have oversight of all clinical education provided.***

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Intent: Veterinary medicine is a unique, multidisciplinary health profession. Decisions affecting the education of veterinarians are best understood and administered by veterinarians.

What to look for: A flow chart of the organizational design of the school, listing names, titles (deans, associate/assistant deans, directors, department heads, etc.), academic credentials, and assignments of the school administrators. Verify that the Dean and Chief Academic Officer of the Hospital (or the individual with senior leadership responsibility for the clinical programs) are veterinarians.

AVBC - Dean, Head or Principal must be a **locally registered** veterinarian.

RCVS - The head of school or dean must be a veterinarian and must have control of the budget for the veterinary program.

The dean and academic head of the veterinary teaching hospital are veterinarians.

Y MD N

☐ ☐ ☐

The dean and academic head is a locally registered veterinarian.

Y MD N

☐ ☐ ☐

The head of school or dean is a veterinarian and has control of the budget for the veterinary program.

Y MD N

☐ ☐ ☐

**Comments:**

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**Dean's Comments:**

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**Site Team's Assessment:**

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**Deficiencies (Major/Minor):**

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**Directives:**

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**Suggestions:**

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**Commendations:**

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**Additional Reporting:**

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***There must be sufficient administrative staff to adequately manage the affairs of the school as appropriate to the enrollment and operation.***

Intent: Administrative staff (including administrators) play an essential role in all phases of school operation. The administrative staff and structure must be adequate to support students and faculty and fulfill the teaching, research and service mission of the school.

What to look for: Description of the role of administrators (deans, associate/assistant deans, directors, department heads, including academic credentials), faculty, support staff, and students in the governance of the school; listing of major school committees including committee charge, appointment authority, terms of service (term length/rotation), and current members.

School committee structure, representation, and function are adequate to meet the operational needs of the school effectively. **Y MD N**

☐ ☐ ☐

Sufficient administrative staff is present to support the operational needs of the school. **Y MD N**

☐ ☐ ☐

Does the school plan to change its current organization? **YES NO**

☐ ☐

Intent: Accreditation site visits represent a snapshot of current conditions. However, program sustainability can be positively or negatively impacted by planned organizational changes.

What to look for: A rationale and summary of planned organizational changes including timelines and how the planned changes are expected to improve the existing conditions or address anticipated future needs.

**Comments:**

[Click here to enter text.](#)

**Dean's Comments:**

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**Site Team's Assessment:**

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**Deficiencies (Major/Minor):**

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**Directives:**

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### Suggestions:

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### Commendations:

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### Additional Reporting:

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### *AVBC - Governance and Management.*

The governance of the school and its management structures and functions must be defined and understood by all stakeholders. This definition must encompass the school's internal relationships, relationships with the university and with the school's external providers.

Governance and management of risk assessment, workplace health and safety, statutory obligations and human resources, animal care and management policies must be at best practice standards as applied in Australia or New Zealand (e.g. those set by AICD or the NZ Institute of Directors).

The composition, terms of reference, powers, reporting relationships, representation of relevant groups, and decisions must be documented for all committees and delegated authorities.

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 be able to assure the AVBC of the continuity of core partnerships for curriculum delivery.

The school must provide evidence that it quickly and effectively manages concerns about, or risks to, the quality of any aspect of the veterinary program.

The governance of the school and its management structures and functions are defined and understood by all stakeholders. Y MD N  
☐ ☐ ☐

Governance and management of risk assessment, workplace health and safety, statutory obligations and human resources, animal care and management policies are at best practice standards (e.g. those set by the AICD or the NZ Institute of Directors). Y MD N  
☐ ☐ ☐

The composition, terms of reference, powers, reporting relationships, representation of relevant groups, and decisions are documented for all committees and delegated authorities. Y MD N  
☐ ☐ ☐

The school's organisational 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 school is able to assure the AVBC of the continuity of core curricular partnerships with MOUs/Contracts in place. Y MD N  
☐ ☐ ☐

The school has evidence that it quickly and effectively manages concerns about, or risks to, the quality of any aspect of the veterinary program.

Y MD N

☐ ☐ ☐

**Comments:**

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**Dean's Comments:**

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**Site Team's Assessment:**

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**Deficiencies (Major/Minor):**

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**Directives:**

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**Suggestions:**

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**Commendations:**

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**Additional Reporting:**

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YES MD NO

**Overall, can the school be said to be in compliance with Standard 1?**

☐ ☐ ☐

Click here to enter text.

## Standard 2, Finances

***Finances must be adequate to sustain the educational programs and mission of the school.***

Intent: Veterinary schools must have adequate, sustainable financial resources to fulfill the teaching, research, and service mission.

What to look for: Documentation and data including a financial summary and analysis of actual revenues and expenses for the past five years; actual or projected revenues and expenses for current year; and actual or projected revenues and expenses for next year. Financial analyses must demonstrate adequate, sustainable financial resources to fulfill the teaching, research, and service mission.

AVBC - The school and university must provide reasonable evidence to AVBC that finances to sustain the veterinary program are secure for the next 7 years.

Analysis of revenues and expenditures for the past five years demonstrate adequate, sustainable financial resources to fulfill the teaching, research, and service mission.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Financial resources are adequate and deployed efficiently and effectively to:

	Y	MD	N
Support all aspects of the mission, goals, and strategic plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Y	MD	N
Ensure stability in the delivery of the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Allow effective faculty, administrator, and staff recruitment, retention, remuneration, and development	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Maintain and improve physical facilities, equipment, and other educational and research resources	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Enable innovation in education, inter-professional activities, research and other scholarly activities, and practice	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measure, record, analyze, document, and distribute assessment and evaluation activities	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ensure an adequate quantity and quality of practice sites and preceptors are provided to support the curriculum, as needed.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The school and university have provided reasonable evidence that finances to sustain the veterinary program are secure for the next 7 years.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sufficient funds have been allocated for the acquisition and maintenance of buildings and equipment

Y MD N

☐ ☐ ☐

**Comments:**

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**Dean's Comments:**

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**Site Team's Assessment:**

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**Deficiencies (Major/Minor):**

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**Directives:**

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**Suggestions:**

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**Commendations:**

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**Additional Reporting:**

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***Schools with non DVM/BVSc undergraduate degree programs must clearly report finances (expenditures and revenues) specific to those programs separately from finances (expenditures and revenues) dedicated to all other educational programs.***

Intent: It is important to evaluate the impact non veterinary, undergraduate degree programs offered by the school have on the professional program.

What to look for: Clear reporting of the expenditures and revenues specific to non veterinary, undergraduate degree programs offered by the school and impact on the BVSc/DVM program.

Non veterinary undergraduate degree programs offered by the school do not adversely affect resources available to deliver the professional program.

Y MD N

☐ ☐ ☐

**Comments:**

Click here to enter text.

**Dean's Comments:**

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**Site Team's Assessment:**

Click here to enter text.

**Deficiencies (Major/Minor):**

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**Directives:**

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**Suggestions:**

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**Commendations:**

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**Additional Reporting:**

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***Clinical services, field services, and teaching hospitals must function as instructional resources. Instructional integrity of these resources takes priority over financial self-sufficiency of clinical services operations.***

Intent: Efficient operation of clinical services is highly encouraged but must not take precedence over the educational mission of the school.

What to look for: Evidence that adequate resources for instruction and clinical opportunities are provided for students in a wide variety of domestic species, including food animal, equine, and companion animal; commitment to excellence in program delivery.

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

**Y MD N**

☐ ☐ ☐

Instructional integrity of these resources takes priority over financial self-sufficiency of clinical services operations (educational objectives take priority).

**Y MD N**

☐ ☐ ☐

**Comments:**

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**Dean's Comments:**

Click here to enter text.

**Site Team's Assessment:**

Click here to enter text.

**Deficiencies (Major/Minor):**

Click here to enter text.

**Directives:**

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**Suggestions:**

Click here to enter text.

**Commendations:**

Click here to enter text.

**Additional Reporting:**

Click here to enter text.

YES MD NO

**Overall, can the school be said to be in compliance with Standard 2?**

☐ ☐ ☐

Click here to enter text.

### Standard 3, Facilities and Equipment

***All aspects of the physical facilities must provide an appropriate learning environment. Classrooms, teaching laboratories, teaching hospitals, which may include but are not limited to ambulatory/field service vehicles, seminar rooms, and other teaching spaces shall be clean, maintained in good repair, and adequate in number, size, and equipment for the instructional purposes intended and the number of students enrolled.***

***Administrative and faculty offices and research laboratories must be sufficient for the needs of the faculty and staff.***

***An accredited school must maintain an on-campus veterinary teaching hospital(s) or have formal affiliation with one or more off-campus veterinary hospitals used for teaching. Appropriate diagnostic and therapeutic service components including but not limited to pharmacy, diagnostic imaging, diagnostic support services, isolation facilities, intensive/critical care, ambulatory/field service vehicles, and necropsy facilities to support the teaching hospital(s) or facilities must be provided to support the teaching hospital(s) or facilities with operational policies and procedures posted in appropriate places.***

Intent: Schools must have adequate and appropriate physical facilities to facilitate interaction among administration, faculty and students. The physical facilities must meet legal standards and be safe, well maintained, and adequately equipped. Schools must demonstrate compliance with relevant institutional practices and the American Disabilities Act to provide appropriate access to learning and clinical facilities for students with disabilities.

What to look for:

Evidence that all aspects of the physical facilities provide an appropriate learning environment for the number of students enrolled, including students with disabilities. Effective biosecurity and safety measures are in place and regularly monitored.

Classrooms, teaching laboratories, teaching hospitals, which may include but are not limited to ambulatory/field services vehicles, seminar rooms, and other teaching spaces are:

Clean and well maintained	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adequate in number, size, and equipment for the instructional purposes intended	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adequate in number, size, and equipment for the number of students enrolled.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is ready student access to adequate study, recreation, locker and food services facilities.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Administrative and faculty offices and research laboratories are sufficient for the needs of faculty and staff.	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adequate on-campus veterinary teaching hospital(s), or formal affiliation with one or more adequate off-campus veterinary hospitals are provided for teaching.	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diagnostic and therapeutic service components, including but not limited to the following are available that reflect contemporary standards and provide an adequate learning environment:			
Pharmacy	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diagnostic imaging	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diagnostic support services	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Isolation facilities	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intensive/critical care	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ambulatory/field service vehicles	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Necropsy facilities.	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective school and/or institutional biosecurity officer/committee and safety officers responsible for clinical and research facilities in place.	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence that building materials, especially flooring and wall surfaces are in good repair, promote animal and personnel safety, and can be adequately disinfected for infectious disease control.	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operational policies and procedures are posted in appropriate places.	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Protocols (SOP's) for Isolation units or other biosecurity areas are posted or readily accessible.	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



If Isolation units do not have separate external entrances, appropriate protocols for admission of isolation patients are in place.

Y MD N

☐ ☐ ☐

N/A ☐

Evidence of appropriate controlled substance management and auditing in the hospital pharmacy, at distributed dispensing sites in clinical facilities and in ambulatory facilities, including policies related to student access to/use of controlled substances.

Y MD N

☐ ☐ ☐

Evidence of safe handling of chemotherapeutic/cytotoxic drugs.

Y MD N

☐ ☐ ☐

Evidence of regular monitoring of radiation safety.

Y MD N

☐ ☐ ☐

Evidence of regular monitoring of formaldehyde levels in anatomy laboratories and compliance with state regulations.

Y MD N

☐ ☐ ☐

Evidence that learning and clinical facilities are accessible to disabled students.

Y MD N

☐ ☐ ☐

**Comments:**

[Click here to enter text.](#)

**Dean's Comments:**

[Click here to enter text.](#)

**Site Team's Assessment:**

[Click here to enter text.](#)

**Deficiencies (Major/Minor):**

[Click here to enter text.](#)

**Directives:**

[Click here to enter text.](#)

**Suggestions:**

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**Commendations:**

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**Additional Reporting:**

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***Facilities for the housing of animals used for teaching and research shall be sufficient in number, properly constructed, and maintained in a manner consistent with accepted animal welfare standards. Adequate teaching, laboratory, research, and clinical equipment must be available for examination, diagnosis, and treatment of all animals used by the school. Safety of personnel and animals must be assured.***

Intent: Teaching and research animals must be maintained and cared for in accordance with the accepted animal welfare standards including the Animal Welfare Act.

What to look for: Evidence that the housing and care provided for teaching and research animals is consistent with the Animal Welfare Act and other accepted animal welfare standards, for example, an appropriately functioning [Animal Ethics Committee](#) is in place, favorable USDA inspection reports, and AAALAC accreditation (not required). Evidence that the school/institutional biosecurity/safety committee is appropriately structured and functions effectively are covered above.

[AVBC/RCVS - Core clinical teaching facilities may be provided on campus or externally. The school must ensure standards of teaching clinics remain comparable with the best available in the private sector through regular review.](#)

[RCVS - The veterinary school must describe a clear strategy and program for maintaining and upgrading its buildings and equipment.](#)

[RCVS - All core teaching sites \(whether on campus or external\) should provide dedicated learning spaces including adequate internet access.](#)

Housing for teaching and research animals provides sufficient space that is properly constructed and maintained in accordance with accepted animal welfare standards.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adequate teaching, laboratory, research, and clinical equipment are available for examination, diagnosis, and treatment of all animals used by the school.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adequate safety and facilities management plans are in place and followed.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clinical teaching facilities are regularly reviewed against private sector best practice standards.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">An adequate program for maintaining and upgrading buildings and equipment exists.</a>	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">All core clinical sites have learning spaces and internet access.</a>	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

[Click here to enter text.](#)

**Dean's Comments:**

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**Site Team's Assessment:**

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**Deficiencies (Major/Minor):**

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**Directives:**

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**Suggestions:**

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**Commendations:**

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**Additional Reporting:**

Click here to enter text.

YES MD NO

Overall, can the school be said to be in compliance with Standard 3?

☐ ☐ ☐

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#### Standard 4, Animal Resources

***Normal and diseased animals of various domestic and exotic species must be available for instructional purposes, either as clinical patients or provided by the institution. While precise numbers are not specified, in-hospital patients and outpatients including field service/ambulatory and herd health/production medicine programs are required to provide the necessary quantity and quality of clinical instruction.***

***It is essential that a diverse and sufficient number of surgical and medical patients be available during an on-campus clinical activity for students' clinical educational experience. Experience can include exposure to clinical education at off-campus sites, provided the school reviews these clinical experiences and educational outcomes. Further, such clinical experiences should occur in a setting that provides access to subject matter experts, reference resources, modern and complete clinical laboratories, advanced diagnostic instrumentation and ready confirmation (including necropsy). Such examples could include a contractual arrangement with nearby practitioners who serve as adjunct faculty members and off-campus field practice centers. The teaching hospital(s) shall provide nursing care and instruction in nursing procedures. A supervised field service and/or ambulatory program must be maintained in which students are offered multiple opportunities to obtain clinical experience under field conditions. Under all situations, students must be active participants in the workup of the patient, including physical diagnosis and diagnostic problem-oriented decision making.***

Intent: The clinical resources available through the veterinary school should be sufficient to ensure the breadth and quality of outpatient and inpatient teaching. These resources include adequate numbers and types of patients (e.g., species, physiologic status, intended use) and physical resources in appropriate learning environments.

What to look for: Documentation and analysis of caseload in the Teaching Hospital, Ambulatory/Field Service, Herd/Flock Programs, and Off-campus Facilities for the past five years; Analysis must demonstrate the availability of adequate, sustainable numbers of diseased animals to fulfill the teaching, research, and service mission. The number and variety of normal animals must be consistent with student enrollment. Assess the school response to increasing/decreasing medical resources and efforts to maximize the teaching value of each case across the curriculum. Core off-campus clinical sites must provide an appropriate learning environment.

AVBC - Practical, hands-on clinical instruction and experience must account for at least 30 per cent of the entire curriculum.

There are adequate numbers of normal and diseased animals; analysis of five-year caseload data are consistent with student enrollment .

Y MD N

☐ ☐ ☐

There is an adequate mix of domestic and exotic animal species.

Y MD N

☐ ☐ ☐

There are adequate numbers of in-hospital patients and outpatients.

Y MD N

☐ ☐ ☐

There is adequate access to a reasonable number of surgical and medical patients.	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
There are adequate number of patients available for instructional purposes, either as clinical patients or provided by the institution.	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Core off-campus clinical experiences occur in settings/field practice centers that provide:	
Consistent and appropriate access to subject matter expertise	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Adequate reference resources	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Access to modern and complete clinical laboratories	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Sufficient access to advanced diagnostic instrumentation and ready confirmation (including necropsy)	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Appropriate numbers of adjunct faculty members.	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Students have multiple opportunities to obtain clinical experience under field conditions.	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Students are active participants in the workup of the patient including physical diagnosis and diagnostic problem-oriented decision making and client communication.	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Practical, hands-on clinical experience accounts for over 30 per cent of the curriculum.	<b>Y MD N</b>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**Comments:**

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**Dean's Comments:**

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**Site Team's Assessment:**

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**Deficiencies (Major/Minor):**

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**Directives:**

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**Suggestions:**

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**Commendations:**

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**Additional Reporting:**

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***Medical records must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching, research, and service programs of the school.***

Intent: Comprehensive, retrievable medical records are an essential instructional resource for student learning and fulfillment of the research and service mission. Although not specifically mentioned in the Standards, it is understood that the medical records include the record keeping and tracking of controlled substances. This is considered under pharmacy in Standard 3 but should be documented within this standard as well.

What to look for: Evidence of effective, retrievable medical recordkeeping across clinical service areas.

A comprehensive medical records system is maintained and kept in an effective retrieval system for major species.

**Y MD N**

☐ ☐ ☐

**Comments:**

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**Dean's Comments:**

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**Site Team's Assessment:**

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**Deficiencies (Major/Minor):**

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**Directives:**

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**Suggestions:**

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**Commendations:**

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**Additional Reporting:**

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*AVBC - Normal and diseased animals of various domestic, native and exotic species must be available for students to develop their pre-clinical and clinical skills. This includes a sufficient, reliable supply of live animals, cadavers and teaching materials of animal origin to enable students to develop expertise in necropsy, food hygiene and veterinary public health including access to abattoirs.*

*The school must provide supervised access to, and hands-on experience with, a sufficient number and variety of animals of the main domestic species to ensure that students become competent in their handling and develop knowledge of their husbandry and behaviour.*

*Schools must demonstrate that students are competent in animal handling relevant to the workplace learning and clinical work to be undertaken. Students must be briefed on health and safety matters before beginning their placements.*

*Veterinary schools must either maintain herds or flocks of teaching animals of the main large animal species (cattle, sheep, pigs and horses) or arrange right of use at readily accessible premises.*

To ensure that students become competent in their handling and develop knowledge of their husbandry and behavior there is:

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| • Supervision   | Y                        | MD                       | N                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Hand-on experience  | Y                        | MD                       | N                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Sufficient numbers and adequate variety of animals of the main domestic species             | Y                        | MD                       | N                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Students are assessed in animal handling before commencing extramural and clinical work.    | Y                        | MD                       | N                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Students are briefed on health and safety matters before beginning their placements         | Y                        | MD                       | N                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Students receive instruction in nursing procedures in a hospital that provides nursing care | Y                        | MD                       | N                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Normal and diseased animals of various domestic and exotic species are available for students to develop their pre-clinical and clinical skills.

Y MD N

☐ ☐ ☐

There is a sufficient, reliable supply of live animals, cadavers and teaching materials of animal origin to enable students to develop expertise in necropsy, food hygiene and veterinary public health.

Y MD N

☐ ☐ ☐

**Comments:**

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**Dean's Comments:**

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**Site Team's Assessment:**

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**Deficiencies (Major/Minor):**

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**Directives:**

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**Suggestions:**

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**Commendations:**

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**Additional Reporting:**

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Y MD N

Overall, can the school be said to be in compliance with Standard 4?

☐ ☐ ☐

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## Standard 5, Information Resources

***Timely access to information resources and information professionals must be available to students and faculty at core training sites. The college shall have access to the human, digital, and physical resources for retrieval of relevant veterinary and supporting literature and development of instructional materials, and provide appropriate training for students and faculty. The program must be able to demonstrate, using its outcomes assessment data, that students are competent in retrieving, evaluating, and efficiently applying information through the use of electronic and other appropriate information technologies.***

Intent: Timely access to information resources and information professionals is essential to veterinary medical education, research, public service, and continuing education.

What to look for: Evidence that the school provides adequate access to the human, digital, and physical resources for students, faculty, staff, and graduate students for information retrieval and the development of instructional materials.

AVBC/RCVS - The school must provide students with unimpeded access to information resources which include scientific and other relevant literature, internet and internal study resources, and equipment for the development of procedural skills (e.g. models). It will demonstrate how the use of these resources is aligned with the pedagogical environment and learning outcomes within the program and have mechanisms in place to evaluate the teaching value of innovations in learning resources.

	Y	MD	N
Access to information resources for students and faculty is adequate on and off-campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The qualifications of personnel who support learning and information technology resources for faculty and students are adequate.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to personnel who support learning and information technology resources for faculty and students is adequate.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to qualified personnel necessary for development of instructional materials is adequate.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school provides adequate access to the information technology resources necessary for development of instructional materials.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school provides adequate resources (training, support) for students to improve their skills in accessing and evaluating information relevant to veterinary medicine from sources in various media.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school demonstrates how the use of these resources is aligned with the pedagogical environment and learning outcomes within the program and has mechanisms in place to evaluate the teaching value of innovations in learning resources.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Y MD N

Current plans for improvement are adequate, if indicated.

☐ ☐ ☐

**Comments:**

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**Dean's Comments:**

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**Site Team's Assessment:**

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**Deficiencies (Major/Minor):**

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**Directives:**

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**Suggestions:**

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**Commendations:**

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**Additional Reporting:**

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YES MD NO

Overall, can the school be said to be in compliance with Standard 5?

☐ ☐ ☐

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## **Standard 6, Students and Learning Support**

***The number of professional degree students, BVSc, DVM or equivalent, is consistent with the resources and the mission of the school.***

Intent: Accredited schools must have sufficient resources to accommodate the number of students enrolled and meet the stated mission.

What to look for: Evidence that the facilities, number of faculty and staff, and pre-clinical/clinical resources are sufficient to meet student needs. Analyze five-year trends for enrollment, the percent minorities, and the number of students in other educational programs offered by the school.

Facilities, number of faculty and staff, and pre-clinical/clinical resources are sufficient to meet student needs. **Y MD N**

☐ ☐ ☐

### **Comments:**

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### **Dean's Comments:**

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### **Site Team's Assessment:**

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### **Deficiencies (Major/Minor):**

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### **Directives:**

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### **Suggestions:**

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### **Commendations:**

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### **Additional Reporting:**

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***Schools should establish post-DVM programs such as internships, residencies and advanced degrees (e.g., MS, PhD), that complement and strengthen the professional program.***

Intent: Post-DVM training programs and the presence of interns, residents, and graduate students enrich the learning environment for professional students.

What to look for: The number of post-DVM students over the last five years and evidence of appropriate integration of interns, residents, and graduate students into the education of professional students. On clinical rotations, there should be sufficient caseload to support the education of professional students and interns and residents with appropriate balance between professional student and intern exposure to, and opportunity to participate in, entry-level clinical skills/competencies.

School has established post-DVM programs such as internships, residencies and advanced degrees (e.g., MS, PhD), that complement and strengthen the professional program.

**Y MD N**

☐ ☐ ☐

**Comments:**

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**Dean's Comments:**

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**Site Team's Assessment:**

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**Deficiencies (Major/Minor):**

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**Directives:**

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**Suggestions:**

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**Commendations:**

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**Additional Reporting:**

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***Student support services must be available within the school or university. These must include, but are not limited to, appropriate services to support student wellness and to assist with meeting the academic and personal challenges of the veterinary program; support for students with learning or other disabilities; and support extra-curricular activities relevant to veterinary medicine and professional growth.***

Intent: To ensure student support services are readily available and adequate.

What to look for: Evidence that the school provides adequate student services for the number of students enrolled, including registration, testing, mentoring/advising, counseling (career and mental health), tutoring, services for students with disabilities, financial aid, peer assistance, and clubs and organizations.

AVBC/RCVS - This shall include provision of reasonable accommodations for disabled students and support for students from nominated equity and diversity groups, consistent with all relevant disability, discrimination and/or human rights legislation.

AVBC/RCVS - Mechanisms must be in place by which students can convey their needs and want to the school.

AVBC/RCVS - There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).

Adequate student support services are available within the school or university.

**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**

☐ ☐ ☐

A mechanism is in place for resolution of student grievances (e.g. interpersonal conflict or harassment).

**Y MD N**

☐ ☐ ☐

Mechanism exists for students to convey needs and wants to school.

**Y MD N**

☐ ☐ ☐

**Comments:**

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**Dean's Comments:**

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**Site Team's Assessment:**

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**Deficiencies (Major/Minor):**

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**Directives:**

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**Suggestions:**

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**Commendations:**

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**Additional Reporting:**

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***Each accredited school must provide a mechanism for students, anonymously if they wish, to offer suggestions, comments, and complaints regarding compliance of the school with the Standards of Accreditation. These materials shall be made available to AVBC annually.***

Intent: To ensure students can provide feedback.

What to look for: A reasonable mechanism for students to comment anonymously regarding the school's compliance with the 12 Standards of Accreditation. If comments have been received – how has the school responded?

School provides a mechanism for students, including anonymous means, if students wish, to offer suggestions, comments, and complaints regarding compliance of the school with the Standards of Accreditation.

**Y MD N**

☐ ☐ ☐

Student comments have been made available to the Council annually.

**Y MD N**

☐ ☐ ☐

**Comments:**

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**Dean's Comments:**

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**Site Team's Assessment:**

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**Deficiencies (Major/Minor):**

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**Directives:**

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**Suggestions:**

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**Commendations:**

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**Additional Reporting:**

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YES MD NO

Overall, can the school be said to be in compliance with Standard 6?

☐ ☐ ☐

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## **Standard 7, Admission**

### ***The school shall have a well-defined and officially stated admissions policy.***

Intent: Accredited schools are expected to have a fair and unbiased admission policy (selection process and minimum criteria) that is clearly stated and easily accessible for prospective students.

What to look for: The admissions process should be standardized as much as possible to ensure applicants are evaluated fairly and consistently. The admissions process and minimum criteria for acceptance must be clearly stated in the school catalogue and web site.

AVBC - The school must have clear strategies for managing the selection of equity and diversity groups. Potential students must be advised of the demands of the veterinary course and requirements of veterinary registration boards for fitness to practice.

AVBC - English language standards must be shown to conform to current requirements of AVBC

The school has a well-defined admissions policy that is fair and unbiased:

The selection process is fair and unbiased

**Y MD N**

☐ ☐ ☐

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

**Y MD N**

☐ ☐ ☐

The admissions policy is clearly stated and readily accessible.

**Y MD N**

☐ ☐ ☐

The school has clear strategies for managing the selection of equity and diversity groups. Potential students are advised of the demands of the veterinary course and requirements of veterinary registration boards for fitness to practise.

**Y MD N**

☐ ☐ ☐

Entry level English language standards conform to current requirements of AVBC.

**Y MD N**

☐ ☐ ☐

#### **Comments:**

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#### **Dean's Comments:**

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#### **Site Team's Assessment:**

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#### **Deficiencies (Major/Minor):**

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**Directives:**

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**Suggestions:**

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**Commendations:**

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**Additional Reporting:**

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***The policy shall provide for an admissions committee, a majority of whom shall be full-time faculty members. The committee shall make recommendations regarding the students to be admitted to the professional curriculum upon consideration of applications of candidates who meet the academic and other requirements as defined in the college's formal admission policy.***

Intent: A properly appointed faculty committee is expected to be responsible for developing and implementing the admissions process and criteria and making recommendations regarding the candidates admitted to college.

What to look for: The majority of the admissions committee must be full-time faculty members. Adequate training should be provided for committee members and others involved in the selection process to ensure applicants are evaluated fairly and consistently. Rotating terms for committee members are considered best practice.

Recommendations for admission to the college are made by the admissions committee according to the stated criteria. The admissions committee should periodically evaluate the success of the admissions process.

AVBC - The basis for decisions on academic progression must be explicit and readily available to the students. 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 (including areas such as: practical animal handling and client communication).

Majority of the admission committee are full-time faculty members.

**Y MD N**

☐ ☐ ☐

An adequate training program is in place to ensure the admissions process is conducted fairly and consistently for all applicants.

**Y MD N**

☐ ☐ ☐

Committee makes recommendations regarding the students to be admitted to the professional curriculum.

**Y MD N**

☐ ☐ ☐

Candidates recommended meet the academic and other requirements defined in the college's formal admission policy.

**Y MD N**

☐ ☐ ☐

Five-year trends for applicant/position and offers made/acceptances are stable.

**Y MD N**

Five-year trends for absolute and relative student attrition are consistent with the mission of the college.

☐ ☐ ☐

**Y MD N**

☐ ☐ ☐

The rules for academic progression and student exclusion are explicit and readily available to the students.

**Y MD N**

☐ ☐ ☐

The school has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately.

**Y MD N**

☐ ☐ ☐

The admissions committee periodically assesses the success of the selection process to meet the mission of the college.

**YES NO**

☐ ☐

**Comments:**

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**Dean's Comments:**

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**Site Team's Assessment:**

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**Deficiencies (Major/Minor):**

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**Directives:**

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**Suggestions:**

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**Commendations:**

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**Additional Reporting:**

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***In relationship to enrollment, the schools must provide accurate information for all advertisements regarding the educational program by providing clear and current information for prospective students. Further, printed catalog or electronic information, must state the purpose and goals of the program, provide admission requirements and procedures, state degree requirements, present faculty descriptions, clearly state information on tuition and fees along with procedures for withdrawal, give necessary information for financial aid programs, and provide an accurate academic calendar. The information will include national and state requirements for licensure.***

Intent: Accredited schools must provide accurate, complete information for recruiting purposes. The school catalog should provide accurate admission requirements and procedures, withdrawal processes, financial aid information, licensure requirements, and an accurate academic calendar.

What to look for: Evidence the school provides accurate, complete information for recruiting purposes on its web site, catalog, and advertisements covering area listed below.

	Y	MD	N
School provides clear and current information for prospective students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Printed catalog or electronic information:	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
States the purpose and goals of the program	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides admission requirements and procedures	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
States degree requirements	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presents faculty descriptions	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
States information on tuition and fees	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
States procedures for withdrawal	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives necessary information for financial aid programs	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides an accurate academic calendar	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Includes national and state requirements for licensure.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Includes the accreditation status of the degree course (by AVBC and other relevant accrediting bodies)	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

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**Dean's Comments:**

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**Site Team's Assessment:**

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**Deficiencies (Major/Minor):**

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**Directives:**

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**Suggestions:**

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**Commendations:**

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**Additional Reporting:**

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***Subjects for admission shall include those courses prerequisite to the professional program in veterinary medicine, as well as courses that contribute to a broad general education. The goal of pre-veterinary education shall be to provide a broad base upon which professional education may be built, leading to lifelong learning with continued professional and personal development.***

Intent: The goal of pre-veterinary education shall be to provide a broad base upon which professional education may be built, leading to lifelong learning with continued professional and personal development.

What to look for: The pre-veterinary curriculum includes requirements to prepare students for the professional curriculum, as well as a broad base for professional and personal development and lifelong learning.

Subjects for admission include courses prerequisite to the professional program in veterinary medicine.

**Y MD N**

☐ ☐ ☐

Subjects for admission include courses that contribute to a broad general education.

**Y MD N**

☐ ☐ ☐

**Comments:**

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**Dean's Comments:**

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**Site Team's Assessment:**

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**Deficiencies (Major/Minor):**

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**Directives:**

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**Suggestions:**

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**Commendations:**

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**Additional Reporting:**

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***Factors other than academic achievement must be considered for admission criteria***

Intent: Effective veterinarians have a number of attributes unrelated to academic performance. Accredited schools are required to consider other factors that contribute to the ability of their graduates to be successful members of the profession.

What to look for: Non-academic factors must be included in the selection process, for example, experience with animals and an understanding of veterinary medicine, effective interpersonal skills, leadership experience, economically disadvantaged background, etc.

Factors other than academic achievement are considered for admission.

**Y MD N**

☐ ☐ ☐

Selected candidates meet academic and non-academic requirements as defined in the school's formal admission policy.

**Y MD N**

☐ ☐ ☐

Transfer policies are academically appropriate and the five-year trend for admittance is reasonable based on available resources.

**Y MD N**

☐ ☐ ☐

**Comments:**

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**Dean's Comments:**

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**Site Team's Assessment:**

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**Deficiencies (Major/Minor):**

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**Directives:**

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**Suggestions:**

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**Commendations:**

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**Additional Reporting:**

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YES MD NO

**Overall, can the school be said to be in compliance with Standard 7?**

☐ ☐ ☐

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## **Standard 8, Academic and Support Staff**

***Academic and support staff numbers and qualifications must be sufficient to deliver the educational program and fulfill the mission of the school.***

Intent: Accredited veterinary schools must have a cohort of staff members with the qualifications and time needed to deliver the curriculum and to meet the other needs and mission of the school.

What to look for: Evidence that the number of faculty with appropriate qualifications in each functional area are adequate to deliver the didactic and clinical curriculum and fulfill the mission of the school.

The curricular responsibilities of faculty lost over the last five years have been replaced through faculty renewal, other appropriate personnel, or mitigated by curricular change.

**Y MD N**

☐ ☐ ☐

Academic and support staff numbers and qualifications in each functional area are sufficient to deliver the educational program and fulfill the mission of the school.

**Y MD N**

☐ ☐ ☐

### **Comments:**

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### **Dean's Comments:**

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### **Site Team's Assessment:**

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### **Deficiencies (Major/Minor):**

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### **Directives:**

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### **Suggestions:**

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### **Commendations:**

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### **Additional Reporting:**

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***Participation in scholarly activities is an important criterion in evaluating the faculty and the school. The school shall give evidence that it utilizes a well-defined and comprehensive program for the evaluation of the professional growth, development, and scholarly activities of the faculty.***

Intent: A comprehensive faculty evaluation program stimulates continuous professional development.

What to look for: Evidence that promotion and tenure policies and procedures and annual performance review process include consideration of professional growth, development, [teaching effectiveness](#) and scholarly activity, for example, student and peer course evaluations, publications, research funding, etc.

The school utilizes a well-defined and comprehensive program for the evaluation of professional growth, development, and scholarly activities of the faculty.

**Y MD N**

☐ ☐ ☐

[Staff who participate in teaching display competence and effective teaching skills in aspects of the curriculum relevant to their teaching.](#)

**Y MD N**

☐ ☐ ☐

Appropriate weight is assigned to teaching, research and service activities for career advancement.

**Y MD N**

☐ ☐ ☐

**Comments:**

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**Dean's Comments:**

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**Site Team's Assessment:**

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**Deficiencies (Major/Minor):**

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**Directives:**

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**Suggestions:**

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**Commendations:**

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**Additional Reporting:**

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**Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the faculty.**

Intent: Accredited schools must provide adequate security and benefits to maintain a stable group of core faculty to provide continuity and assure ongoing faculty competence.

What to look for: Evidence that security and benefits are adequate to attract and retain competent faculty, for example, competitive salary and benefit packages, adequate start-up funds, support for professional activities, such as, scientific meetings, invited presentations, sabbatical leave.

AVBC/RCVS - Academic staff should have a manageable workload of teaching, research and service and they must have reasonable opportunity and resources for participation in scholarly activities.

Faculty turnover the last five years is within normal limits (typically  $\leq 10\%$ ).

Y MD N

☐ ☐ ☐

Adequate professional development opportunities are available for faculty growth.

Y MD N

☐ ☐ ☐

Academic positions offer adequate security and benefits to attract and retain qualified faculty.

Y MD N

☐ ☐ ☐

Academic staff have a manageable workload of teaching, research and service for academic staff is required; and they must have reasonable opportunity and resources for participation in scholarly activities.

Y MD N

☐ ☐ ☐

There is a well-defined and comprehensive program for the professional growth and development of staff.

Y MD N

☐ ☐ ☐

There are equitable, clear, explicit, and defined promotion criteria.

Y MD N

☐ ☐ ☐

**Comments:**

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**Dean's Comments:**

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**Site Team's Assessment:**

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**Deficiencies (Major/Minor):**

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**Directives:**

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**Suggestions:**

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**Commendations:**

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**Additional Reporting:**

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***The college must cultivate a diverse faculty through its hiring policies and retention practices, consistent with applicable law. The college must demonstrate its ongoing efforts to achieve parity in advancement opportunities and compensation.***

Intent: Accredited colleges must demonstrate a commitment to diversity among the faculty.

What to look for: Policies and procedures in recruiting and retention activities that promote a diverse faculty.

The college demonstrates that it values faculty diversity through its recruitment and retention policies.

**Y MD N**

☐ ☐ ☐

**Comments:**

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**Dean's Comments:**

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**Site Team's Assessment:**

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**Deficiencies (Major/Minor):**

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**Directives:**

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**Suggestions:**

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**Commendations:**

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**Additional Reporting:**

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***Part-time faculty, residents, and graduate students may supplement the teaching efforts of the full-time permanent faculty if appropriately integrated into the instructional program.***

Intent: To ensure adequate full-time, permanent faculty members are present to effectively supervise teaching assignments of part-time faculty, residents, and interns. Whereas schools may need to engage part-time faculty or locums for didactic teaching or clinical rotations, to meet curricular objectives, it is important to assess plans for hiring permanent faculty to provide this instruction, especially in core disciplines, so that there is stability, so students have regular access to this disciplinary expertise.

What to look for: Evidence that full-time, permanent faculty provide adequate supervision of part-time faculty, residents, and interns. If part-time faculty are used, evidence that there is stability/consistency of curricular contributions and that there are plans to replace these faculty with permanent faculty. If residents and graduate students are used in instruction of professional students, evidence that they are appropriately mentored in effective teaching and not solely responsible for student grades for didactic and clinical courses/rotations.

Full-time, permanent faculty ensure supplementary teaching efforts by part-time faculty, residents, and graduate students are appropriately integrated into the instructional program.

**Y MD N**

☐ ☐ ☐

The amount of the core curriculum delivered by part-time faculty does not impact the effectiveness or quality of the educational program and that student access to this disciplinary expertise is not compromised.

**Y MD N**

☐ ☐ ☐

**Comments:**

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**Dean's Comments:**

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**Site Team's Assessment:**

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**Deficiencies (Major/Minor):**

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**Directives:**

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**Suggestions:**

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**Commendations:**

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**Additional Reporting:**

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YES MD NO

Overall, can the school be said to be in compliance with Standard 8?

☐ ☐ ☐

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## Standard 9, Curriculum

*The curriculum must be designed, resourced and managed to ensure all graduates understand the biological principles and processes of veterinary significance, meet AVBC Graduate Attributes and RCVS Day 1 competences, and have skills that are consistent with the mission of the school.*

Intent: The learning outcomes for the program must form a cohesive, well-articulated framework which:

- underpins and ensures the effective alignment of all content, teaching, learning and assessment activities of the degree program;
- forms the basis for explicit statements of the objectives and learning outcomes of individual units of study;
- are communicated to staff and students; and
- are reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.

The learning outcomes for the program must form a cohesive, well-articulated framework.

Y MD N

☐ ☐ ☐

***The curriculum shall extend over a period equivalent to a minimum of four academic years, including a minimum of one academic year of hands-on clinical education. The curriculum and educational process should initiate and promote lifelong learning in each professional degree candidate***

Intent: Adequate coverage of the material necessary to educate a competent veterinarian requires a minimum of four academic years, including at least one academic year of hands-on clinical education.

What to look for: The curriculum extends an equivalent of four academic years, including a minimum of one academic year of hands-on, clinical education

The curriculum extends an equivalent of four academic years; including a minimum of one academic year of hands-on clinical education

Y MD N

☐ ☐ ☐

### **Comments:**

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### **Dean's Comments:**

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### **Site Team's Assessment:**

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### **Deficiencies (Major/Minor):**

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### **Directives:**

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### Suggestions:

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### Commendations:

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### Additional Reporting:

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***The curriculum in veterinary medicine is the purview of the faculty of each school, but must be managed centrally, based upon the mission and resources of the school. There must be sufficient flexibility in curriculum planning and management to facilitate timely revisions in response to emerging issues, and advancements in knowledge and technology. The curriculum must be guided by a school curriculum committee (which includes student representation). The majority of the members of the curriculum committee must be full-time faculty. Curriculum evaluations should include the gathering of sufficient qualitative and quantitative information to ensure the curriculum content provides current concepts and principles as well as instructional quality and effectiveness.***

Intent: The curriculum must be established by a competent faculty and managed centrally by the dean's office in conjunction with an appropriately configured faculty curriculum committee according to the stated mission of the school. The curriculum requires regular review and management by the curriculum committee based on the collection and analysis of sufficient qualitative and quantitative evidence.

What to look for: The curriculum is regularly reviewed and managed by an appropriately configured faculty curriculum committee (e.g., staggered terms of appointment or rotating membership). Curricular review should include the collection and analysis of sufficient qualitative and quantitative data to ensure curricular revisions promote instructional quality and effectiveness and include current concepts and principles necessary to meet societal needs.

The majority of the members of the curriculum committee are full-time faculty and it includes student representatives.

Y MD N

☐ ☐ ☐

The curriculum is regularly reviewed and managed (revised), as indicated, by the dean's office in conjunction with an appropriately configured school curriculum committee.

Y MD N

☐ ☐ ☐

The school demonstrates that it has a viable program for development of expertise in tertiary teaching theory/practice for all teachers.

Y MD N

☐ ☐ ☐

Adequate process for assessing curricular overlaps, redundancies, omissions.

Y MD N

☐ ☐ ☐

The curriculum, as a whole, has been reviewed within the last seven years

Y MD N

☐ ☐ ☐

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**Comments:**

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**Dean's Comments:**

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**Site Team's Assessment:**

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**Deficiencies (Major/Minor):**

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**Directives:**

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**Suggestions:**

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**Commendations:**

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**Additional Reporting:**

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***The curriculum shall provide:***

- a. an understanding of the central biological principles and mechanisms that underlie animal health and disease from the molecular and cellular level to organismal and population manifestations.***
- b. scientific, discipline-based instruction in an orderly and concise manner so that students gain an understanding of normal function, homeostasis, pathophysiology, mechanisms of health/disease, and the natural history and manifestations of important animal diseases, both domestic and foreign.***
- c. instruction in both the theory and practice of medicine and surgery applicable to a broad range of species. The instruction must include principles and hands-on experiences in physical and laboratory diagnostic methods and interpretation (including diagnostic imaging, diagnostic pathology, and necropsy), disease prevention, biosecurity, therapeutic intervention (including surgery), and patient management and care (including intensive care, emergency medicine and isolation procedures) and preventative medicine for individual animals and populations. Instruction should emphasize problem solving that results in making and applying medical judgments.***
- d. instruction in the principles of epidemiology, zoonoses, food safety, the interrelationship of animals and the environment, and the contribution of the veterinarian to the overall public and professional healthcare teams.***
- e. opportunities for students to learn how to acquire information from clients (e.g. history) and about patients (e.g. medical records), to obtain, store and retrieve such information, and to communicate effectively with clients and colleagues.***

- f. *opportunities throughout the curriculum for students to gain an understanding of professional ethics, influences of different cultures on the delivery of veterinary medical services, delivery of professional services to the public, personal and business finance and management skills; and gain an understanding of the breadth of veterinary medicine, career opportunities and other information about the profession.*
- g. *knowledge, skills, values, attitudes, aptitudes and behaviors necessary to address responsibly the health and well-being of animals in the context of ever-changing societal expectations.*
- h. *fair and equitable assessment of student progress. The grading system for the school must be relevant and applied to all students in a fair and uniform manner.*

Intent: Accredited veterinary schools must prepare entry level veterinarians with sufficient understanding of basic biomedical sciences, clinical sciences, and effective clinical and professional skills to meet societal needs.

What to look for: Evidence that the curriculum provides all the curricular elements listed in the standard.

Stated curricular objectives (learning outcomes) are appropriate and clearly integrated into individual courses, and	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• underpin and ensure the effective alignment of all content, teaching, learning and assessment activities of the degree program;	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• form the basis for explicit statements of the objectives and learning outcomes of individual units of study;	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• are communicated to staff and students	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• are reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The curricular digest indicates courses and rotations as a whole provide appropriate rigor and sequence to meet curricular objectives and the mission of the school.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curricular changes since the last accreditation site visit reflect appropriate curricular review and management.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-identified curricular weaknesses have been or are being addressed by the curriculum committee in a timely manner.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preceptor and externship programs are effectively managed and evaluated by faculty to ensure educational objectives are met.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum content provides current concepts and principles that underlie animal health and disease.	Y	MD	N



	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum covers mechanisms from the molecular and cellular level to organismal and population manifestations.	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of students' understanding of normal function, homeostasis, pathophysiology, mechanisms of health/disease, and the natural history and manifestations of important domestic animal diseases is adequate.	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of students' understanding of normal function, homeostasis, pathophysiology, mechanisms of health/disease, and the natural history and manifestations of important foreign animal diseases is adequate.	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curricular delivery is rooted in scientific, discipline-based instruction.	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of high quality and effective instruction in theory and practice of medicine and surgery applicable to a broad range of species is adequate.	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction includes principles and hands-on experience in physical and laboratory diagnostic methods and interpretation (including diagnostic imaging, diagnostic pathology, and necropsy).	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction includes principles and hands-on experience in disease prevention.	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction includes principles and hands-on experience in biosecurity.	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction includes principles and hands-on experience in therapeutic intervention (including surgery).	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction includes patient management and care (including intensive care, emergency medicine and isolation procedures).	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction includes principles and hands-on experience involving clinical diseases of individual animals and populations.	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction emphasizes problem-solving that results in making and applying medical judgments.	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction includes principles of epidemiology, zoonoses, food safety, the interrelationship of animals and the environment, and the contribution of the veterinarian to the overall public and professional healthcare teams.	<b>Y</b>	<b>MD</b>	<b>N</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction allows for opportunities for students to learn how to acquire information from clients (e.g. history) and about patients (e.g. medical records).	<b>Y</b>	<b>MD</b>	<b>N</b>

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction allows for opportunities to obtain, store and retrieve medical records information, and to communicate effectively with clients and colleagues.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities are available throughout the curriculum for students to gain an understanding of professional ethics, influences of different cultures on the delivery of veterinary medical services, delivery of professional services to the public, personal and business finance and management skills.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities are available throughout the curriculum for students to gain an understanding of the breadth of veterinary medicine, career opportunities and other information about the profession.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum provides for knowledge, skills, values, attitudes, aptitudes and behaviors necessary to address responsibly the health and well-being of animals in the context of ever-changing societal expectations.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment of student progress is fair and equitable.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adequate procedures in place to uphold academic standards.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The grading system is relevant and applied to all students in a fair and uniform manner.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

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**Dean's Comments:**

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**Site Team's Assessment:**

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**Deficiencies (Major/Minor):**

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**Directives:**

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**Suggestions:**

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**Commendations:**

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**Additional Reporting:**

## Veterinary Food Hygiene/Public Health

### *The Curriculum should include the following:*

- entry level capability (to OIE standards) 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. This training must include experience in abattoirs.**

Intent: The training must ensure that each student understands the fundamentals of veterinary public health, food science and modern food technology, the scientific basis of the relationship between food and human health, and the factors underlying the quality of hygiene (of food and the environment).

Study programs should therefore build on a sound knowledge in the field of veterinary public health/food hygiene so that students would:

- |   |                          |                          |
|---|--------------------------|--------------------------|
| • know how to carry out ante-mortem inspection on farm or in the abattoir and assess the welfare of the animals concerned.  | <b>YES</b>               | <b>NO</b>                |
|   | <input type="checkbox"/> | <input type="checkbox"/> |
| • be familiar with veterinary public health and the respective legal regulations.   | <b>YES</b>               | <b>NO</b>                |
|   | <input type="checkbox"/> | <input type="checkbox"/> |
| • understand post-mortem inspection and possess basic practical skills within the food production business and inspection requirements.   | <b>YES</b>               | <b>NO</b>                |
|   | <input type="checkbox"/> | <input type="checkbox"/> |
| • understand the importance of risk-based monitoring of the processes (HACCP concept). These tasks require a sound knowledge of the pathology, microbiology, parasitology, pharmacology and toxicology of food animals, of epidemiology and of the legal requirements, allowing them to ensure public health and report back along the food chain to the farmer and to the Competent Authority. | <b>YES</b>               | <b>NO</b>                |
|   | <input type="checkbox"/> | <input type="checkbox"/> |
| • interpret the information returned by the Food Business Operator to the farm so as to benefit production, animal welfare and public health.   | <b>YES</b>               | <b>NO</b>                |
|   | <input type="checkbox"/> | <input type="checkbox"/> |
| • acquire an acceptable knowledge of the principals of Food Hygiene.  | <b>YES</b>               | <b>NO</b>                |
|   | <input type="checkbox"/> | <input type="checkbox"/> |

The veterinary food hygiene/public health subjects must include:

- |   |                          |                          |
|---|--------------------------|--------------------------|
| • Inspection and control of animal foodstuffs or foodstuffs of animal origin and of the respective feed-stuff production units, | <b>YES</b>               | <b>NO</b>                |
|   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Food hygiene and technology,  | <b>YES</b>               | <b>NO</b>                |
|   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Food Science including legislation,   | <b>YES</b>               | <b>NO</b>                |
|   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Practical work (including practical work in places where slaughtering and processing of foodstuffs take place).               | <b>YES</b>               | <b>NO</b>                |

Intent: Practical training must familiarize students with the concepts of Food Business audit especially with regard to food of animal origin at various stages in the food chain, particularly in slaughterhouses. Students should develop Day-1 competences in the interpretation of food chain information, ante-mortem inspection and post-mortem inspection and be capable of being trained as official veterinarians by the Competent Authority.

The training must take place in groups that are small enough to ensure that all students are able to gain hands-on experience.

It should also give students the opportunity to monitor units involved in the production, processing, distribution and consumption of foodstuffs.

Extramural instruction in the training in veterinary public health and food hygiene may be used so long as it properly supervised.

Curriculum provides for practical training on the concepts of Food Business audit.	<b>YES</b>	<b>NO</b>
	<input type="checkbox"/>	<input type="checkbox"/>
Instruction in food chain interpretation, ante-mortem inspection, and post-mortem inspection is provided.	<b>YES</b>	<b>NO</b>
	<input type="checkbox"/>	<input type="checkbox"/>
Training is provided in appropriately-sized groups.	<b>YES</b>	<b>NO</b>
	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities are provided for students to monitor units involved in the production, processing, distribution, and consumption of foodstuffs.	<b>YES</b>	<b>NO</b>
	<input type="checkbox"/>	<input type="checkbox"/>
Extramural training provided in veterinary public health and food hygiene is properly supervised.	<b>YES</b>	<b>NO</b>
	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments:

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#### Dean's Comments:

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#### Site Team's Assessment:

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#### Deficiencies (Major/Minor):

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#### Directives:

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#### Suggestions:

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#### Commendations:

Click here to enter text.

**Additional Reporting:**

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**Extra Mural Studies (EMS or Workplace Learning)**

*Workplace learning placements must have learning outcomes that contribute to the attainment of graduate attributes with associated assessments. Mechanisms to allow workplace learning providers to critique the workplace learning program are required. Academic staff must be responsible for the overall supervision of all types of workplace learning. The School must have processes to liaise with workplace learning providers and ensure that all students secure required placements. Mechanisms must be in place to allow EMS providers to critique the EMS program.*

*The School must provide workplace learning opportunities in animal husbandry practical work to develop students' competence in animal management and understanding farm systems. Preclinical training in animal husbandry can include working with domesticated and non-domesticated animals.*

*The clinical teaching program must be supported by extramural clinical activities in which students actively participate in the workup, management and treatment of patients.*

*EMS must be an integral and structured part of the education and training of veterinary students. Veterinary schools must demonstrate how it is incorporated in the curriculum.*

*Evidence must be provided that extramural farm animal husbandry practical work is used within the curriculum to complement intramural studies to support students' attainment of comprehensive understanding of livestock and farm systems.*

*Intra-mural core teaching must be supported by extramural clinical studies.*

*There must be a system in place to enable EMS providers to provide feedback to the school on the performance of students during EMS and on the EMS program.*

*There must be a member of the academic staff responsible for the overall supervision of all types of EMS, including liaison with EMS providers and ensuring all students secure required placements.*

*The school must have mechanisms in place to support students to take responsibility for their own learning during EMS, including preparing for placements, setting learning objectives in consultation with tutors, providing guidance on EMS from the university and RCVS, and maintaining a reflective log of their EMS experience.*

EMS is integral to the curriculum.

Y MD N

☐ ☐ ☐

EMS is well structured.

Y MD N

☐ ☐ ☐

There is evidence of attainment of comprehensive understanding of livestock and farm systems.

Y MD N

☐ ☐ ☐

Evidence is provided that clinical teaching is supported by extramural clinical studies.

Y MD N

Evidence is provided that in clinical EMS, students actively participate in patient diagnosis and treatment.

☐ ☐ ☐

**Y MD N**

☐ ☐ ☐

EMS providers assess the performance of students during EMS.

**Y MD N**

☐ ☐ ☐

EMS providers report on the EMS system.

**Y MD N**

☐ ☐ ☐

A member of the academic staff supervises all EMS.

**Y MD N**

☐ ☐ ☐

**Comments:**

[Click here to enter text.](#)

**Dean's Comments:**

[Click here to enter text.](#)

**Site Team's Assessment:**

[Click here to enter text.](#)

**Deficiencies (Major/Minor):**

[Click here to enter text.](#)

**Directives:**

[Click here to enter text.](#)

**Suggestions:**

[Click here to enter text.](#)

**Commendations:**

[Click here to enter text.](#)

**Additional Reporting:**

[Click here to enter text.](#)

**YES MD NO**

**Overall, can the school be said to be in compliance with Standard 9?**

☐ ☐ ☐

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## **Standard 10, Assessment**

### **10.1 Management**

The institution must ensure that there is a clearly identified structure within the school showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the program towards entry level competence.

### **10.2 Policy and Regulation**

The assessment tasks and grading criteria for each unit of study in the program must be clearly identified, and available to students in a timely manner well in advance of the assessment.

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

Mechanisms for students to appeal against assessment outcomes must be explicit.

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

### **10.3 Assessment methods and design**

Program learning outcomes covering the full range of professional skills and attributes must form the basis for assessment design and underpin decisions on progression.

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

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

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. Formative and summative assessment methods must comprise a variety of approaches and must be appropriate to the domain being assessed. 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.

### **10.4 Assessment standards and quality assurance**

There must be procedures in place to ensure 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, post-marking moderation processes and retrospective evaluation.

Schools must have appropriate moderation processes in place to ensure parity within and between individual units of study, across the program, with other institutions; and to ensure that each student is fairly treated.

The school must be able to demonstrate that there are appropriate measures in place to ensure that grades awarded reflect an appropriate standard of performance by students against the relevant learning objectives.

Program learning outcomes are clearly stated

**Y MD N**

☐ ☐ ☐



Achievement of program learning outcomes underpins decisions on progression.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment does not overload students or staff.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alignment between teaching, assessment and learning outcomes.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment certifies student achievement of learning objectives.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constructive and timely feedback is provided to help guide student learning.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Methods of formative and summative assessment comprise a variety of approaches.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a significant component of direct assessment of clinical skills	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Procedures exist to ensure fair, valid, and reliable assessment outcomes	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are appropriate processes to ensure each student is fairly treated	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The assessment tasks are defined and available to students early in each semester.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Requirement to pass including the effect of barrier assessments are explicit.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mechanisms for students to appeal against assessment outcomes are explicit.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a clearly identified body within the School with responsibility for assessment.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The School has a process in place to review assessment outcomes and to change assessment strategies when required.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments:

[Click here to enter text.](#)

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**Dean's Comments:**

Click here to enter text.

**Site Team's Assessment:**

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**Deficiencies (Major/Minor):**

Click here to enter text.

**Directives:**

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**Suggestions:**

Click here to enter text.

**Commendations:**

Click here to enter text.

**Additional Reporting:**

Click here to enter text.

Y MD N

Overall, can the school be said to be in compliance with Standard 10?

☐ ☐ ☐

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## **Standard 11– Research Programs, Continuing and Higher Degree Education**

***The school must demonstrate substantial research activities of high quality that integrate with and strengthen the professional program.***

Intent: The research standard serves to ensure student exposure to performance of high-quality research and ability to acquire, evaluate, and use new knowledge. BVSc students should be introduced to how new knowledge is developed and disseminated and should have access to participation in coursework and career development in research.

What to look for: The existence of a school research program that is adequate in scope and quality to expose students to high quality research. Examples of learning objectives may include acquisition and evaluation of scientific literature, experimental and non-experimental design, critical analysis of data, scientific writing including writing of research proposals and submission of manuscripts for publication, and hands-on experience in bench, clinical, or field research.

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)	<b>YES</b>	<b>NO</b>
	<input type="checkbox"/>	<input type="checkbox"/>

Number of publications in refereed scientific journals, book chapters, case-reports	<b>YES</b>	<b>NO</b>
	<input type="checkbox"/>	<input type="checkbox"/>

Regular participation and presentation of original research in scientific meetings, poster sessions, publication of abstracts	<b>YES</b>	<b>NO</b>
	<input type="checkbox"/>	<input type="checkbox"/>

Involvement in external research panels, commissions, and advisory or editorial boards	<b>YES</b>	<b>NO</b>
	<input type="checkbox"/>	<input type="checkbox"/>

Number and amount of competitive, extramural research funding	<b>YES</b>	<b>NO</b>
	<input type="checkbox"/>	<input type="checkbox"/>

National and international research awards received.	<b>YES</b>	<b>NO</b>
	<input type="checkbox"/>	<input type="checkbox"/>

BVSc/DVM program learning objectives demonstrate emphasis on which of the following:

Acquisition and evaluation of scientific literature	<b>YES</b>	<b>NO</b>
	<input type="checkbox"/>	<input type="checkbox"/>

Experimental and non-experimental research design	<b>YES</b>	<b>NO</b>
	<input type="checkbox"/>	<input type="checkbox"/>

Critical analysis of data	YES	NO
	<input type="checkbox"/>	<input type="checkbox"/>
Scientific writing.	YES	NO
	<input type="checkbox"/>	<input type="checkbox"/>
Students have had opportunities to do which of the following:		
Write research proposals	YES	NO
	<input type="checkbox"/>	<input type="checkbox"/>
Submit manuscripts for publication	YES	NO
	<input type="checkbox"/>	<input type="checkbox"/>
Hands-on experience in bench, clinical, or field research	YES	NO
	<input type="checkbox"/>	<input type="checkbox"/>
Interaction with graduate students.	YES	NO
	<input type="checkbox"/>	<input type="checkbox"/>
Evidence that students learn to acquire, evaluate, and use new knowledge.	YES	NO
	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of student involvement in research after graduation.	YES	NO
	<input type="checkbox"/>	<input type="checkbox"/>
Adequate student exposure to performance of high-quality research.	Y	MD N
	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

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**Dean's Comments:**

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**Site Team's Assessment:**

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**Deficiencies (Major/Minor):**

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**Directives:**

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**Suggestions:**

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**Commendations:**

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**Additional Reporting:**

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*All students must be trained in scientific method and research techniques relevant to evidence-based veterinary medicine. Veterinary students must have opportunities to observe and participate in research programs as mandatory or elective components of their curriculum.*

*Veterinary schools must provide advanced postgraduate degree programs, internships, residencies and continuing education programs that complement and strengthen the veterinary degree program and are relevant to the needs of the profession and community. Any programs and the numbers of students in them must be commensurate with the facilities, clinical and other resources and staff.*

Students are trained in scientific method and research techniques relevant to evidence-based veterinary medicine.

Y MD N

☐ ☐ ☐

Provides adequate:

- advanced postgraduate degree programs,

Y MD N

☐ ☐ ☐

- internships and residencies

Y MD N

☐ ☐ ☐

Continuing education programs

- complement and strengthen the veterinary degree program and

Y MD N

☐ ☐ ☐

- are relevant to the needs of the profession and community.

Y MD N

☐ ☐ ☐

Programs and the numbers of students in them are commensurate with the facilities, clinical and other resources and staff.

Y MD N

☐ ☐ ☐

**Comments:**

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**Dean's Comments:**

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**Site Team's Assessment:**

Click here to enter text.

**Deficiencies (Major/Minor):**

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**Directives:**

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**Suggestions:**

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**Commendations:**

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**Additional Reporting:**

Click here to enter text.

Y MD N

Overall, can the school be said to be in compliance with Standard 11?

☐ ☐ ☐

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## Standard 12, Outcomes Assessment

**Outcomes of the veterinary medical degree program must be measured, analyzed, and considered to improve the program. New graduates must have the basic scientific knowledge, skills, and values to provide entry-level health care, independently, at the time of graduation. Student achievement must be included in outcome assessment. Processes must be in place to remediate students who do not demonstrate competence in one or more of the nine competencies.**

**The college should have in place a system to gather outcomes data on recent graduates to ensure that the competencies and learning objectives in the program result in relevant entry level competencies.**

**The college must have processes in place whereby students are observed and assessed, with timely documentation to assure accuracy of the assessment for having attained each of the following competencies:**

1. **comprehensive patient diagnosis (problem solving skills), appropriate use of clinical laboratory testing, and record management**
2. **comprehensive treatment planning including patient referral when indicated**
3. **anesthesia and pain management, patient welfare**
4. **basic surgery skills and case management**
5. **basic medicine skills and case management**
6. **emergency and intensive care case management**
7. **understanding of health promotion, and biosecurity, prevention and control of disease including zoonosis and principles of food safety**
8. **ethical and professional conduct; communication skills including those that demonstrate an understanding and sensitivity to how clients' diversity and individual circumstance can impact health care**
9. **critical analysis of new information and research findings relevant to veterinary medicine**

**The Council on Education expects that 80% or more of each college's graduating senior students sitting for the NAVLE will have passed at the time of graduation.<sup>16</sup>**

*The school must provide evidence that all of its graduates have (or for a new school, will have) achieved the level of competence required of an entry-level veterinarian (AVBC Attributes of Veterinary Graduates and RCVS Day 1 competences) and the program's stated learning outcomes. Direct observation to assess student competence in relevant skills must be used widely.*

*The school must have mechanisms to gather data, on a regular and routine basis, to demonstrate that its institutional and educational objectives are being met.*

*Specifically, the school must provide evidence that its:*

- *mission is being achieved;*
- *strategic goals are appropriate;*
- *progress is being made towards achieving those goals; and*
- *veterinary program is subject to internal and external evaluation and validation processes by long feedback loops (e.g. graduate destination surveys, employment rates and employer surveys) in addition to the short loops (e.g. unit of study evaluations) required under Standard 9.*

*Procedures must be established to review this evidence and demonstrate implementation of change on the basis of such review. Outcomes of the review process must be communicated to relevant internal and external stakeholders.*

*In the case of a school that has yet to produce graduates, evidence must be presented to provide AVBC with reasonable assurance that the school's program outcomes will be achieved. Evidence such as how achieving the desired outcomes has been addressed in the program to date and the measures to be taken in the remainder of the program to ensure their achievement by the completion of the veterinary degree are required.*

*The school also must use and present a process for the continuous improvement of the quality of the veterinary program.*

<sup>16</sup> The Council will calculate a 95% exact binomial confidence interval for the NAVLE scores for colleges whose NAVLE pass rate falls below 80%. Colleges with an upper limit of an exact 95% binomial confidence interval less than 85% for two successive years will be placed on Probationary Accreditation. Colleges with an upper limit of an exact 95% binomial confidence level less than 85% for four successive years will, for cause, be placed on Terminal Accreditation.

*The school must have mechanisms to gather data, on a regular and routine basis, to demonstrate that its institutional and educational objectives are being met.*

*Specifically, the school must provide evidence that its:*

- mission is being achieved;*
- strategic goals are appropriate;*
- progress is being made towards achieving those goals; and*
- veterinary program is subject to internal and external evaluation and validation processes by long feedback loops (e.g. graduate destination surveys, employment rates and employer surveys) in addition to the short loops (e.g. unit of study evaluations) required under Standard 9.*

*Procedures must be established to review this evidence and demonstrate implementation of change on the basis of such review. Outcomes of the review process must be communicated to relevant internal and external stakeholders.*

*In the case of a school that has yet to produce graduates, evidence must be presented to provide AVBC with reasonable assurance that the school's program outcomes will be achieved. Evidence such as how achieving the desired outcomes has been addressed in the program to date and the measures to be taken in the remainder of the program to ensure their achievement by the completion of the veterinary degree are required.*

*The school also must use and present a process for the continuous improvement of the quality of the veterinary program.*

Intent:

Outcomes of the BVSc/DVM program must be measured, analyzed, and acted upon, as needed, to maintain compliance with the standards of accreditation and promote continuous program improvement.

What to look for:

Student achievement during the pre-clinical and clinical curriculum and after graduation must be included in outcome assessment. Evidence produced through outcomes assessment data collection and analysis must demonstrate that new graduates have the basic scientific knowledge, skills, and values to provide entry-level health care, independently, at the time of graduation.

Learning objectives for each of the nine listed competencies and a summary of the analysis of evidence-based data collected for each of the nine competencies must demonstrate graduates are prepared for entry-level practice. Evidence of student learning outcomes for the nine clinical competencies must be obtained by direct and indirect measures. Evidence that outcomes assessment results have been used to improve the curriculum are required for compliance.

Outcome assessment includes evidence of student achievement during the:

Pre-clinical years

Y MD N

☐ ☐ ☐

Clinical years

Y MD N

☐ ☐ ☐

After graduation.

Y MD N

☐ ☐ ☐



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Outcome assessment includes evidence that students and graduates at the time of graduation, have achieved:

AVBC Attributes of Veterinary Graduates	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RCVS Day 1 Competences	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The program's stated learning outcomes	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic scientific knowledge	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Entry-level clinical skills	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Values to provide entry-level health care independently.	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Direct and indirect evidence exists for student competency in:

Comprehensive patient diagnosis (problem solving skills)	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate use of clinical laboratory testing	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Record management	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comprehensive treatment planning including patient referral when indicated	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patient welfare	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anesthesia and pain management	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic surgery skills, experience, case management	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic medicine skills, experience, case management	Y	MD	N
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Emergency and intensive care case management	Y	MD	N	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Health promotion, disease prevention/biosecurity	Y	MD	N	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Zoonosis and food safety	Y	MD	N	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Client communications	Y	MD	N	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ethical conduct	Y	MD	N	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communication skills including those that demonstrate an understanding of, and sensitivity to, how clients' diversity and individual circumstance can impact health care	Y	MD	N	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Critical analysis of new information and research findings relevant to veterinary medicine.	Y	MD	N	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence of a process for remediation of students who have not demonstrated attainment of each of the clinical competencies	Y	MD	N	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence of plan to <a href="#">review achievement of competence</a> and reverse negative trend(s) if, and when, necessary ( <a href="#">by showing implementation of change on the basis of such a review</a> ).	Y	MD	N	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Adequacy of NAVLE School Score Report within expected range of NAVLE passing percentages	Y	MD	N	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If applicable, adequate explanation and corrective remediation measures for decrease in NAVLE passing percentages	Y	MD	N	N/A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of assessments of educational preparedness and employment satisfaction of:	Y	MD	N	
Graduating seniors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Alumni at some post-graduation point	Y	MD	N	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Employers of graduates	Y	MD	N	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### Program Outcomes:

Five-year trends in student attrition rates within reason.	Y	MD	N	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If applicable, adequate explanation and corrective remediation measures for increase in student attrition rates.	Y	MD	N	N/A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Five-year trends in one-year post-graduation employment rates.	Y	MD	N	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If applicable, adequate explanation and corrective remediation measures for decrease in employment rates.	Y	MD	N	N/A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of assessments of faculty, instructors, interns, residents.	Y	MD	N	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence of assessments of adequacy of clinical resources, facilities and equipment.	Y	MD	N	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### Institutional Outcomes:

Evidence of evaluation of school progress	Y	MD	N	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Adequacy of resources and organizational structure to meet the educational purposes	Y	MD	N	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Appropriateness of outcomes assessed that are meaningful for the overall educational process	Y	MD	N	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence that outcome findings are used by the school to improve the educational program.	Y	MD	N	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The School is progressing towards achieving its goals	Y	MD	N	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• The School has appropriate internal and external evaluation and validation processes	Y	MD	N	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Outcomes of the review process are communicated to relevant internal and external stakeholders	Y	MD	N	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### Comments:

[Click here to enter text.](#)

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**Dean's Comments:**

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**Site Team's Assessment:**

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**Deficiencies (Major/Minor):**

Click here to enter text.

**Directives:**

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**Suggestions:**

Click here to enter text.

**Commendations:**

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**Additional Reporting:**

Click here to enter text.

**YES MD NO**

**Overall, can the school be said to be in compliance with Standard 12?**

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## Annex 1 – AVBC Ratios

Activity, Service or Facility to be Evaluated	Indicator	Ratio Numerator and Denominator	Satisfactory	Unsatisfactory	Unacceptable
Teaching Staff	Teacher/student ratio	<ul style="list-style-type: none"> <li>Teachers FTE (a)</li> <li>Students (b)</li> </ul>	$R = \frac{a}{b} = \frac{1}{\leq 7.5}$	$R = \frac{1}{x \leq 7.5 < x < 15}$	$R = \frac{1}{> 15}$
Support Staff	Teacher/support staff ratio	<ul style="list-style-type: none"> <li>Teachers FTE (a)</li> <li>Support staff (c)</li> </ul>	$R = \frac{a}{c} = \frac{1}{\geq 1}$	$R = \frac{1}{0.5 < x \leq 1}$	$R = \frac{1}{< 0.5}$
Theoretical, practical and clinical training	Ratio of theoretical training/ practical and clinical training: RE  Ratio of clinical training/theoretical and practical training : RC	<ul style="list-style-type: none"> <li>Theoretical training (d)</li> <li>Practical and clinical training (e)</li> </ul>	$RE = \frac{d}{e} = \frac{1}{\geq 1}$  $RC = \frac{e^3}{d+e^1+e^2} = \frac{1}{\leq 4}$	$RE = \frac{1}{0.6 < x < 1}$  $RC = \frac{1}{4 < x \leq 9}$	$RE = \frac{1}{< 0.6}$  $RE = \frac{1}{> 9}$
Animals available to the clinic	Student/animal ratios	<ul style="list-style-type: none"> <li>Students graduating (i)</li> </ul> Animals <ul style="list-style-type: none"> <li>Livestock (f)</li> <li>Pets (g)</li> </ul>	$R = \frac{i}{f} = \frac{1}{> 20}$  $R = \frac{i}{g} = \frac{1}{> 50}$	$R = \frac{1}{20 > x > 5}$  $R = \frac{1}{50 > x > 20}$	$R = \frac{1}{< 5}$  $R = \frac{1}{< 20}$
Animals available for post-mortem examinations	Student/ post-mortem examination ratio	<ul style="list-style-type: none"> <li>Students graduating (i)</li> <li>Post-mortem examinations (h)</li> </ul>	$R = \frac{i}{h} = \frac{1}{> 4}$	$R = \frac{1}{2 < x < 4}$	$R = \frac{1}{< 2}$

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## ANNEX 12 - CONFLICT OF INTEREST AND CONFIDENTIALITY

### Conflict of Interest Policy

The AVBC Inc. intends the VSAAC activities to follow procedures that are equitable, transparent and consistent. To this aim it is considered important that the accreditation site visit and annual reports following a site visit be conducted without any perception of bias.

To avoid any real or perceived conflict of interest in the accreditation of veterinary schools in Australia and New Zealand, AVBC has adopted a Conflict of Interest Policy which is based on the AVMA Council on Education Policies and Procedures. The policy extends and pertains to those VSAAC members who have immediate family (parents, spouses, siblings, children) in any of the potential conflict areas listed.

### VSAAC Members and Assessors

No assessor shall serve on a site visit team nor VSAAC member vote on an annual report who:

- is a graduate of any program in the institution being evaluated in the last ten years
- has a significant collaborative research, teaching or service interests with a key administrator or faculty member of the institution being evaluated (holding a patent interest, shared research grants and contract teaching are examples of collaboration)
- is or has been employed by the institution being evaluated. (Members who have been interviewed for employment at an institution wherein some conflict arose should exclude themselves from consideration as a site visit team member)
- has served as a consultant on accreditation matters with the institution being evaluated
- is an employee or former (within the last five years) employee of the AVBC
- has reason to believe other conflicts of interest exist that are listed below. (The member should communicate with the VSAAC Chair for clarification of any concerns)

### Other potential conflicts of interest:

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## CONFIDENTIALITY AGREEMENT

### VSAAC Members and VSAAC Site Visit Team Members

In accordance with AVBC policy, all information related to the VSAAC accreditation of a veterinary school is strictly confidential. This includes but is not limited to self-evaluation materials and accreditation, letters, interim/annual reports, correspondence, and the content of any discussion related to the veterinary school or its accreditation. All requests for information related to a specific institution must be referred to AVBC staff, or the respective institution.

Freedom of Information Acts which may be applicable in a given state or country do not apply to AVBC confidential information related to the accreditation of veterinary schools. Information requested through such acts may be obtained through due process from the respective institution or state/ country office.

By signing your name below you are agreeing to abide by AVBC policy with respect to the accreditation of veterinary schools.

I, \_\_\_\_\_, on this date \_\_\_\_\_  
have read the conflict of interest policy and confidentiality agreement for VSAAC members and VSAAC site visit team members and by signing this document confirm that no conflict exists for me to serve as a site team member in evaluating \_\_\_\_\_ (name of institution).

Signature: \_\_\_\_\_

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## Conflict Of Interest Policy - AVBC Staff Member

Although AVBC staff do not participate directly in decisions regarding accreditation of veterinary schools they are in a position to influence the outcomes of the process. Conversely staff provide continuity to the evaluation process.

No AVBC Staff member will serve on a site visit team who:

- has graduated during the past five years from the veterinary school being evaluated
  - has been employed during the past five years by the veterinary school being evaluated
  - has close personal or familial relationship with key personnel in the veterinary school being evaluated.
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\_\_\_\_\_ (name of institution).

Signature: \_\_\_\_\_



## ANNEX 13 - AVMA DISTRIBUTIVE MODEL: OFF-SITE INSPECTION GUIDE

Site: \_\_\_\_\_

Penultimate year site \_\_\_\_\_ Final year site \_\_\_\_\_ Penultimate and final year site \_\_\_\_\_

Names of clinical personnel:

_____	Position: _____
_____	Position: _____
_____	Position: _____

Relationship of practicum rotation coordinator and site (practice or facility)?

### Standard 3

21.3.3a Adequacy of Safety Measures:

Posted protocols/warning signs:

1) isolation facilities	YES_____	NO_____	NA_____
2) radiology/radioactivity	YES_____	NO_____	NA_____
3) first aid/evacuation / other emergencies	YES_____	NO_____	NA_____
4) hydraulic chutes	YES_____	NO_____	NA_____

Describe safety measures at this facility. Who is responsible for safety inspections?

Any unsafe conditions? Note specific area and deficiency:

Safety of facilities for housing animals (fencing, corrals, caging, runs, etc.)?

Safety equipment is in place for radiographic procedures?

1) Lead barriers	YES	NO	NA
2) Aprons YES	NO	NA	
3) Gloves YES	NO	NA	
4) Eyewear YES	NO	NA	
5) Dosimetry Badges	YES	NO	NA

### 21.3.3b – h: Adequacy of instructional environment and equipment

Waiting rooms/client areas	NA	OK	Concerns
Examination rooms	NA	OK	Concerns
Treatment areas	NA	OK	Concerns
Laboratory – clinical pathology/diagnostics	NA	OK	Concerns
Kennels/Animal Housing	NA	OK	Concerns
Surgery and anesthesia	NA	OK	Concerns
Gas cylinders secured	NA	OK	Concerns
Intensive/critical care	NA	OK	Concerns
Necropsy	NA	OK	Concerns
Pharmacy	NA	OK	Concerns

Controlled substances:

Access? In clinic and ambulatory?

Records?

Expired/out-dated drugs?

Comment:

Safety of chemo drugs? Hood?, personal safety gear?, waste?

Offices/Student break area	NA	OK	Concerns
Computers and internet access		OK	Concerns
Overall building infrastructure		OK	Concerns
Other		OK	Concerns
Isolation	NA	OK	Concerns

21.3.4 Students instructed in use of facility? (orientation)

How?

When?

By whom?

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#### 21.4.4 Monitoring and supervision

##### Third year sites and fourth year sites – questions for preceptors

How were you trained/ oriented to the responsibilities of being a distant veterinary teaching facility coordinator, and by whom? Discuss your responsibilities for student evaluations.

With whom do you communicate in regard to students and goals and expectations for students rotating through your clinic/ facility? How often?

Discuss your responsibilities regarding clinical competencies of students. How are these used to improve student learning at your facility?

How often, during a rotation, does someone from the school/college come to visit your clinic?

Who usually makes these visits?

What do they do while they're here, i.e., nature of the visit?

*follow-up?*

*do you keep record of these visits and/or correspondences?*

Who is responsible for day-to-day supervision and monitoring of students in your practice?

Who is responsible for completing the on-line evaluations of students in your practice? (21.6.4)

Does this person also discuss this evaluation or otherwise give feedback to the students?

Please describe nature and frequency of evaluation and feedback.

Do you use the feedback forms /internet programs that are available from the school/ college?

Do you feel that the assessment system provided allows you to assess the students in an adequate manner?

YES

NO

##### Fourth year sites – additional questions for preceptors

How often does someone from the school/college inspect or examine your practice/ facilities and update information related to their criterion and requirements for your participation as a CORE fourth year site?

Describe the types of rounds you have with the students? How often do these occur?

#### 21.4.5: Student involvement and responsibilities

When students are rotating through this practice/site, how are they involved in healthcare management?

Do they:

meet with clients?	YES	NO	NA
discuss costs/ billing with clients?	YES	NO	NA
admit patients?	YES	NO	NA
discharge patients?	YES	NO	NA

take medical history?	YES	NO	NA
examine patients?	YES	NO	NA
make entries in medical records?	YES	NO	NA
participate in diagnoses?	YES	NO	NA
take cytology sample?	YES	NO	NA
treat patients?	YES	NO	NA
participate in surgeries?	YES	NO	NA
if yes, describe nature of participation			
administer and/or monitor anesthesia?	YES	NO	NA
participate in emergency treatments?	YES	NO	NA
participate in critical care?	YES	NO	NA
participate in imaging	YES	NO	NA
radiography?	YES	NO	NA
positioning/ taking radiographs?	YES	NO	NA
Interpretation?	YES	NO	NA
ultrasound?	YES	NO	NA
imaging process?	YES	NO	NA
interpretation?	YES	NO	NA
other?			
conduct necropsy examinations?	YES	NO	NA
other?			

How did the students learn about the facility? Describe how arrangement for transportation and housing were made at the DVTH?

How do the students evaluate the site and their experiences there?

How are students instructed in bio-safety at the sites?

**If possible verify these with students on site. If not then do so during student interview session including their thoughts regarding pros and cons of site.**

#### 21.4.7: Medical records

What type of medical records do you maintain?	electronic	paper	both
Do students have access to the records?	YES	NO	NA
Are records "readily retrievable?"	YES	NO	NA

Other comments regarding records?

21.5.1, 21.5.3

	YES	NO
Textbooks		

	YES	NO
Hardcopy		

Electronic	YES	NO

Electronic data bases	YES	NO
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Other internet resources	YES	NO
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Describe

[illegible]

### Site team members

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## ANNEX 14 – JUSTIFICATION FOR GOOD CAUSE EXTENSION

(Adapted from AVMA CoE Policies and Procedures)

Factors to consider to justify extension:

Has the school developed and followed a reasonable remediation plan

- Why is an extension necessary?
- Has progress been reasonable given the circumstances?
- Is there evidence that the remediation plan is likely to succeed in a defined time period?
- Are there opportunities to improve the remediation process?

Impact of the deficiencies on student achievement or safety

- Review five year trends associated with the standard(s) in question; are they negative, positive, or stable?
- Review outcomes assessment data to identify declining performance attributable to deficiencies identified

Is the evidence adequate to make an informed decision?

- Is additional or more definitive evidence needed?
- Is a focused site visit necessary to validate the evidence?

Examples of extension include:

- Construction and major renovation projects where reasonable progress has been demonstrated and project completion is anticipated within a short period (less than a year).
- Outcomes assessment planning and implementation have shown good improvement, but curricular changes based on collection and analysis remain in progress.

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## ANNEX 15 – DISTRIBUTED EDUCATION MODELS

### VSAAC REQUIREMENTS FOR UNIVERSITIES IMPLEMENTING A 'DISTRIBUTED' OR 'OFF-CAMPUS' VETERINARY CLINICAL EDUCATION MODEL

#### INTRODUCTION

1. This document supplements the requirements set out in the AVBC *Policies, Procedures and Standards* handbook and should be read in conjunction with that document.
2. The term 'distributed' model is used here but it is recognised that there are a spectrum of possible arrangements for veterinary clinical education. The principles apply where a veterinary school delivers 'core' clinical teaching, or other essential components of the veterinary degree course on sites not owned by the university and/or through organisations/people that are not administratively part of the university.

#### Distributed teaching and Extra Mural Studies

3. In some circumstances, the term 'distributed' may extend to some placements that have previously fallen under the heading of Extra Mural Studies (EMS). If the clinical training provided on a particular EMS placement is considered by the university to be a mandatory part of the course not otherwise provided by the university, then it should be treated as a core component falling under the 'distributed' model, rather than being counted as EMS. Although clinical EMS ("seeing practice" or clinical extramural practical work) is an integral part of the veterinary degree course as a whole, its function is complementary to the main program rather than providing core training and experience. Clinical training that is part of the core program must meet all the relevant accreditation standards, in particular those relating to a) teaching, quality and evaluation, and b) facilities and equipment.

#### General principles

4. Veterinary schools implementing any type of distributed teaching must demonstrate how the degree course as a whole meets all the AVBC standards for accreditation, regardless of where the teaching takes place.
5. The university must designate to AVBC which sites it considers as primary instructional sites to be used to deliver core/essential teaching, and identify which parts of the curriculum are to be covered at those sites.
6. During VSAAC visitations, the visiting team will need to inspect at least a representative sample of off-campus teaching sites and interview the staff involved there in teaching and assessing students, in the same way that university-based staff are interviewed.

#### SPECIFIC REQUIREMENTS FOR OFF-CAMPUS DISTRIBUTED TEACHING SITES

##### Finances and contractual arrangements

7. External organisations and any off-campus clinical sites selected by the school to provide core teaching should receive appropriate financial assistance or other support from the school to ensure that students receive on-site supervised teaching and assessment.
8. There should be a formal written contract between the university and the contracted organisation setting out expectations on both sides, to ensure that standards will be maintained for the duration of the students' training. Such contracts or agreements should include reference resources and staffing, also to the need for compliance with appropriate university policies e.g. anti-discrimination policies, occupational health and safety, data protection, grievance procedures and communications channels for reporting problems on both sides. There must be written records/minutes available to the

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visiting accreditation team of at least an annual review process instituted by the university to review the student experience with the external organisation and agreement about the steps taken to deal with issues of concern.

9. There must be evidence (e.g. through contracts with each site/organisation) that there are sufficient places available to match the training needs of the student intake. The availability and timing of placements should be such that students can attend all the necessary placements without having to miss other essential parts of their course.
10. Taken as a whole, arrangements with off-campus sites/organisations should be secured sufficiently in advance to ensure stability of provision for students over successive cohorts during the period of accreditation. The university must have suitable contingency plans to cover any possible shortfalls.

### **Staff**

11. Staff (whether directly employed by the university or not) who provide core teaching and/or who are involved in assessing students at distributed sites must be fully competent and experienced in the curriculum subject area concerned, ideally holding a relevant postgraduate qualification.
12. Staff must be appropriately trained by the university in principles of teaching and assessment, and receive on-going training and support from the university to enable them to keep up to date with best practice teaching and learning strategies, and with university assessment policies and procedures. The university must implement procedures for anonymous feedback by students about their clinical training experience and this information must be available to the visiting accreditation team.
13. There should be clarity within the agreements made with off-campus organisations or individuals about the teaching and assessment time commitment for staff not employed by the university.
14. If staff employed by the university are seconded to, or located at off-campus sites or other non-university owned facilities, or if they spend the majority of their time there, there should be arrangements to ensure that they can continue to be part of the collegiate community, including access to the university and veterinary school's normal communication channels and participation in relevant university meetings and development processes.

### **Facilities**

15. The facilities and equipment at off-campus veterinary clinics, practices and hospitals used for distributed teaching must meet the applicable state or national standards or codes, including compliance with all relevant legislation. The requirements for such facilities is that they are suitable for learning best veterinary practice and meet relevant standards for occupational health and safety, animal welfare and biosecurity. Ongoing compliance must be regularly reviewed (at least 12 monthly) by suitably qualified university staff or others.
16. Distributed clinical sites where students spend a significant amount of their time should provide dedicated learning spaces including access to computers with a high speed internet link, or a WiFi connection, so students can access the university's on-line library and other e-learning facilities. Additionally, a range of relevant text books should also be available for student reference, over and above the 'standard practice library' relating to the practice's core species interests, if not otherwise readily available electronically.

### **The teaching and learning environment**

17. Core clinical teaching in off-campus sites should be provided in an environment that promotes learning best veterinary practice.



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18. Where core teaching is provided in private practices or other commercial environments, time should be allowed for students to investigate and follow up at least a proportion of cases in depth. There should be opportunities for students to discuss and reflect upon cases with their practice-based teachers, to develop their problem-solving skills and gain experience of evidence and research-based medicine, notwithstanding the commercial constraints present in a private practice.
  19. Across the program as a whole, students should have opportunities to perform or contribute to extended diagnostic work up and problem solving of complex cases, including referrals that go beyond those routinely encountered in first opinion practice.
  20. Students should be given the opportunity to demonstrate understanding of the full range of treatment and surgery options, including some at the forefront of veterinary clinical research and speciality practice together with an ability to appropriately select and advise on the best treatment options.

### **Assessment**

21. Staff at off-campus sites, who are not employed by the university, but who are involved with the **summative** assessment of undergraduate students, must be identified in the SER to the VSAAC visiting team. All staff involved with student assessment must be trained by the university in assessment and there should be at least annual development opportunities following student feedback. Those staff who are new to the role and who are still undergoing training, must be fully supported by the university and their assessments double marked by experienced examiners for at least one academic year, or as otherwise specified by the university's own quality assurance procedures.
22. Any summative assessments undertaken at off-campus sites must be subject to thorough monitoring under the university's quality assurance procedures. All the university's policies on assessment and examinations (including protocols on exam security and confidentiality) which apply to university-owned facilities must apply equally to all distributed sites.

### **Quality Assurance and Monitoring**

23. The university must implement quality assurance and monitoring procedures to ensure that teaching and assessment undertaken at distributed sites continues to meet the required standards. This must include:
  - regular (at least quarterly) site visits by veterinary-qualified university staff;
  - feedback from students on the quality of instruction and coverage of the learning objectives;
  - feedback from teaching staff at the site.
24. Where numerous off-campus sites are employed by the veterinary school to deliver the veterinary curriculum, there must be effective co-ordination between them, led by the university/veterinary school, to minimise the risk of fragmentation across the curriculum and to ensure consistency of approach from the student's perspective.
25. Representatives from all distributed sites/organisations should be included on key veterinary school committees, and involved wherever possible in discussions on curriculum planning, teaching and learning, and assessment planning.

### **Information and student support**

26. The university must take steps to ensure that the educational objectives to be covered at each site are clearly explained and understood by students, teachers and site coordinators alike.
27. Students should be provided with a handbook about the distributed sites they are required to attend, including any local protocols, the communication channels available to them to report problems or grievances, and other background information that will help them adapt and meet the requirements of the distributed site. Appropriate induction processes

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for each group of students should be implemented at each distributed site. This induction should be documented in the handbook and monitored to ensure that students understand what is required of them and have the maximum opportunity to be integrated into the practice.

28. Students must be provided with information on how to contact their personal tutors or other university welfare staff during times when they are off campus. Information must be provided to the VSAAC visiting team about the frequency of contact by students and the issues raised by students documented by the university, for review by the visiting team.
29. Students must be made aware of their responsibilities when attending off-campus sites, particularly where they are dealing with clients and other members of the public. When dealing with clients and other members of the public at off-campus clinics, their status as students must be clear to all.

Version	Date	Status and changes
V1	Jan 2015	Latest draft J Strous
V2	March 2015	Update table numbering to coincide with chapter numbering – S Smith
V3	March 2015	Move 'Guide for preparing SER' and 'Annual Report' to appendices – renumber headings/tables accordingly – S Smith
V4	February 2016	<p>Updated the numbering and headings of the Standards to be consistent with RCVS and AVMA format. Updated "Accreditation Classifications", "Reasonable Assurance and Provisional Accreditation" and "Focused Site Visits" to be consistent with the AVMA CoE process. Changed location of Annex 7 to Annex 1 (Schedule for the Assessment of a Veterinary School). Updated timeframes in Section 3 to be consistent with Annex 1. Changed reference from AVBC Executive Officer to Executive Director. Added Annex 14 (Justification for Good Cause Extension) to be consistent AVMA CoE process. Deleted the following sentence from the Terminal Accreditation paragraph regarding procedures "If they are not followed, graduates from the terminally accredited program will not be registered by AVBC member boards".</p> <p>Adopted the following information from the new RCVS Standard (Feb 2015 Edt)</p> <ul style="list-style-type: none"> <li>• Standard 4 Final paragraph (experience at external sites)</li> <li>• Standard 5 "Information Resources" text</li> <li>• Standard 6 First paragraph (post graduate programs)</li> <li>• Standard 8 Final two sentences (staff development, promotion and competence)</li> <li>• Standard 10 First paragraph and subheadings</li> <li>• Standard 11 Second sentence (training in evidence-based veterinary medicine)</li> <li>• SER, Standard 4 Tables 4.2.1 to 4.2.3</li> <li>• SER, Standard 11 Tables 11.1.4 to 11.1.7.</li> </ul> <p>SER, Relocated "Student numbers, applications and post-grad head count" from the old Standard 5 (Admission and Progression) to Standard 6 (Students). Updated Annual Report format and requirements to be consistent with revision to the Standards. Editorial changes. – S Tulloch</p>
V5	August 2016	<p>Revisions to AVBC Standards 1, 2 and 3 following annual VSAAC review. Minor revisions to AVBC Standards 4, 9 and 11 following IAWG 2016 Standards workshop. Update to Annex 8 (Suggested Site Visit Schedule) to reflect new names for Standards from v4. Update to Annex 9 (Fees for Site Visits and Accreditation), as agreed at the May 2015 FARMC meeting. Update to Annex 10 (Procedures for International Accreditation Visits) from IAWG 2016. Update to Annex 11 (AVMA-AVBC-RCVS Rubric) to include latest version from AVMA with AVBC/RCVS specific requirements. Change to name of Annex 12 (AVMA Distributive Model: Off-Site Inspection Guide). Reinstatement of Annex 15 (Distributed Education Models). Editorial changes. – S Tulloch</p>
V8	July 2020	<p>Revisions to Standards 4, 5 and 6 following 2017 Annual VSAAC review. Revisions to Standards 7-12 following 2018 Annual VSAAC Review. <b>Chapter 2 and Annex 12:</b> minor changes to ensure consistency relating to conflict of interest and confidentiality; <b>Chapter 3:</b> Initial documentation – phrase added <i>Language is not considered a barrier to accreditation, however all matters and information related to the accreditation process must be in English.</i> <b>Chapter 4:</b> Accreditation of foreign schools, phrase added: <i>The decision whether to grant the accreditation to the veterinary program is entirely at the discretion of the AVBC, and there is no obligation whatsoever on the AVBC to grant accreditation to the veterinary program.</i> <b>Chapter 6:</b> Focused site visits: to accommodate changes to accreditation classifications previously approved by AVBC. <b>Chapter 7: Standards 1 and 3:</b> minor revisions to provide greater clarity to the question of which standards relating to health, safety, biosecurity and animal care apply to jurisdictions outside of Australia and New Zealand. <b>Standard 4:</b> Insertions: <i>Students must be briefed on health and safety matters before beginning their placements; practical hands-on clinical instruction and experiences must account for at least 30% of the entire curriculum; The teaching hospital shall provide nursing care and instruction in nursing procedures.</i> <b>Standard 6:</b> Student feedback to be made available to AVBC as part of the Annual Report. <b>Standard 7</b> (Section 7.2): Removal of summative English language requirements to bring AVBC standards into alignment with RCVS and AVMA in accreditation of high-quality schools with a non-English language of instruction. <i>Schools must demonstrate that students are competent in the language of instruction at their point of entry to the program. Where English is the language of instruction, this will normally include a formal assessment of English language competency</i></p>

		<p>for students whose primary language is not English. Accredited schools outside of Australia and New Zealand that do not conduct all instruction in English are considered to produce graduates whose English language skills are unknown to the AVBC. <b>Standard 9:</b> on diversity in the curriculum, to be consistent with AVMA changes. Inclusion of 'preventative medicine' in 9.2 (Content); Inclusion of 'parasitology' (Digest of disciplines); EMS - Minor change in order to be consistent with RCVS: Phrase added: <i>There must be a system in place to enable EMS providers to provide feedback to the school on the performance of students during EMS &amp; on the EMS program.</i> <b>Standard 10:</b> minor edits relating to assessment method and retrospective evaluation. Update to <b>Annex 11</b> (AVMA-AVBC-RCVS Rubric) to include changes captured in Sydney 2019 version. Editorial changes – S.Ewing.</p>
V9	August 2021	<p>Update to Standard 9 as required by USDE, to include that the majority of the members of the curriculum committee must be full-time academic staff – S.Ewing</p>