

ANNEXURE 13

SELF-EVALUATION GUIDELINE FOR TRAINING INSTITUTIONS

**FINAL REPORT ON THE TWINNING PROJECT CONDUCTED BETWEEN THE
VETERINARY COUNCIL OF TANZANIA [VCT] AND SOUTH AFRICAN VETERINARY
COUNCIL [SAVC], FROM 20TH OF APRIL 2018 TO 4 TH OF DECEMBER 2019.**



ANNEXURE 13:

PROPOSED DRAFT EVALUATION OF VETERINARY TRAINING

Standards and Operating Procedures

September, 2019

Veterinary Council of Tanzania

NBC, Building

Nyerere Road

40487 DODOMA

TANZANIA

The VCT acknowledges the use of relevant material from documents developed by the South African Veterinary Council.

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LIST OF ABBREVIATIONS

The Act	Tanzanian Veterinary Act No. 16 of 2003
BVM	Bachelor of Veterinary Medicine
CHE	Council on Higher Education
VCT	Veterinary Council of Tanzania
EMS	Extramural Studies
PCO	Programme Coordinator
SAVC	South African Veterinary Council
SER	Self-Evaluation Report
UP	University of Pretoria

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CHAPTER 1 – Introduction, status of Tanzania and other graduates

This document details the policies, procedures and minimum standards adopted by the VCT to ensure quality control at tertiary institutions and compliance with Regulations of the Act. Such institutions are accredited by the VCT and their graduates are granted registration to practice a veterinary profession without further examination. The term 'accredited' is used here in a national (Tanzanian) context.

Graduates from Tanzania

The Tanzanian Veterinary Act No. 16 of 2003 prescribes qualifications for registration with the VCT, to practice legally as a veterinary professional, of all holders of veterinary degrees granted by an institution that is recognized by the Council

Graduates from other schools

Registration of other graduates is dependent on the candidate successful completion of the VCT statutory examination that has written and practical components.

Comprehensive information may be obtained from the VCT.

CHAPTER 2 – Accreditation standards

Introduction

There are 12 standards. The VCT requires all university veterinary schools to comply with the standards for its graduates to be registered with the Council to practice as veterinary profession in Tanzania. They must also satisfy the VCT that:

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Designated Day One competences are met

Appropriate resources of people, facilities and animals are sufficient

Enrolment and assessment systems are fair and credible

Appropriate systems to assure and enhance quality are functional and effective

Training is aligned and adapted to cater to the needs of economically disadvantaged owners of animals and provision of veterinary services in areas where they are deficient

There is compliance with VCT policies concerning veterinary education, facilities and ethics

Graduates are prepared for mandatory post graduate national community service

An annual report detailing responses to educational and technological advances and ongoing compliance with the standards between visits is required to maintain recognition/accreditation.

Standard 1 – Organisation

The school must develop a mission statement, a strategic plan and an operating plan that reflects full commitment to the standards. The strategic and operating plans must include the management of concerns and risks to the quality of training.

The school must be a separate facility dedicated to veterinary training and be part of a recognised institution of higher education in Tanzania. If part of the training is undertaken by other schools or departments of the parent institution it must be fully integrated and coordinated with the veterinary curriculum.

The Head of the school or Dean must be a veterinarian and must have control of finances and organisation. Veterinarians must be responsible for professional and ethical practice in teaching hospitals and clinics, including off campus clinics.

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Sufficient academic and administrative staff must be retained to meet enrolment and operative requirements and achieve compliance with all standards.

Standard 2 – Finances

2.1 Finances must reflect the realities of veterinary training expenses and be clearly adequate to comply with standards and meet the mission in all aspects of training and research.

2.2 Para-veterinary and other undergraduate training programmes (e.g. nursing) must have finances (budget) separate from veterinary training and reported as such.

2.3 Allocation of finances must be regularly reviewed to enable the school to meet standards in all aspects. It must include provision for maintenance, renovation and capital expenditure on new buildings and equipment.

2.4 All clinical services (field, clinics, hospitals) must function primarily as instructional resources. However, they should also be run efficiently with a business plan and budget to familiarise students with good business practice.

Standard 3 – Facilities and equipment

3.1 The site, buildings and equipment should be conducive to teaching and learning in safe circumstances for people and animals.

3.2 Maintenance and upgrading programmes must ensure neat, clean, functional facilities in good repair.

3.3 All facilities for teaching must be fit for purpose, provide adequate space and capacity, be appropriately equipped for instruction and have ready access to internet. Student access to recreational areas, locker rooms and food must be provided.

3.4 Offices, laboratories and teaching preparation facilities must be adequate for all staff.

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3.4 Facilities must comply with all relevant legislation, especially that concerning health and safety of animals and people, biosecurity and animal welfare. This includes transport of people, animals and materials of animal origin.

3.5 Livestock facilities, animal housing, and clinical teaching facilities must be designed and equipped to ensure biosecurity and bio-containment, high standards of husbandry, welfare and management and a satisfactory learning environment.

3.6 – 3.10 Clinical facilities

3.6 Clinical teaching facilities, whether on or off campus, under university or private ownership, must be registered with the VCT as hospitals, clinics or consulting rooms. They must comply with all VCT standards of practice and facilities (e.g. afterhours emergency services, structural requirements, in hospital care).

3.7 All on and off campus teaching sites should provide learning spaces with adequate internet access.

3.8 Students must be exposed to a diverse range of diagnostic and therapeutic facilities and equipment to ensure a learning experience that equips students with all Day One competences.

3.9 Operational policies must be clearly posted for staff, students and visitors.

3.10 Isolation facilities must be provided. They must effectively isolate and contain animals with communicable diseases so that they can be cared for while preventing spread of infectious agents.

Standard 4 – Animal resources and materials of animal origin

4.1 A variety of species in adequate numbers for student experiential training must be provided at the institution or on accessible, well managed farms. Students must be exposed to a good balance of hospital, out-patient and ambulatory/farm visit patients, normal and diseased patients, medical and surgical, varying in complexity (e.g. primary

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and intensive care), individuals and flocks/herds, cadavers, materials of animal origin, on and off campus.

4.2 Students must be competent in animal handling and briefed in advances on relevant issues of health, safety, hygiene and prevention of disease transmission during student activity.

4.3 External sites with animals may be used to broaden student experience provided that the standards of the facilities, clinical experiences and training outcomes match those of the university. Standards include safety, good access to relevant expertise, appropriate laboratory services, reference resources, diagnostic and therapeutic equipment.

4.5 Teaching hospitals must provide nursing care and instruction. A suitable ambulatory service to broaden student experience in field conditions must be provided.

4.6 Provided that the interests of any patient are not compromised students must actively participate in examination, diagnostic measures and decisions, diagnosis, treatment and monitoring of patients. Efforts must be made to enable and encourage students to follow cases to finality, including, if possible, after rotation changes.

4.7 Clinical record keeping must meet VCT minimum requirements. It must include effective retrieval and cross-referencing systems to enhance degree level teaching, case analysis, research and service delivery.

Standard 5 – Information resources

5.1 Veterinary education, research, services provided and continuing professional development must be supported by a suitable, up to date library and related information resources. A qualified librarian must professionally manage the library with appropriately skilled support staff and adequate physical resources, study spaces and equipment.

5.2 Diverse information resources (print, audio, electronic, internet, external, internal, equipment) must be available to students and staff for retrieval of veterinary and related scientific literature to facilitate learning, teaching and research. Adequate space must be

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provided. The school must demonstrate how the resources are aligned and coordinated with teaching and learning outcomes. It must be able to evaluate the effectiveness of innovations in enhancing outcomes.

Standard 6 – Students

6.1 The mission of the school must be consistent with, and all resources must cater adequately for the number of students.

6.2 Postgraduate programmes such as internships and advanced degrees must be available to complement and strengthen the professional programme.

6.3 Systems should be in place to support the welfare of students with learning support, careers advice, grievances (e.g. conflict, harassment) and fair mechanisms for dealing with grievances and mental or physical impairment that may impact negatively on students' learning.

6.4 Mechanisms for students to convey needs and wants to school leadership must be maintained.

6.5 Mechanisms for students to convey suggestions or complaints regarding the school's compliance with VCT standards must be maintained. Such information should be made available to the VCT.

Standard 7 – Admission and progression

7.1 Clearly defined, credible selection and progression criteria must reflect the mission of the school and ensure enrolment of students who have the motivation and mental and physical attributes to become competent veterinarians, registered with the VCT.

7.2 Selection criteria should include a fit for purpose scientific and mathematical background of sufficiently high standard to cope with the programme, as well as criteria which consider non-academic criteria (e.g. motivation, interest, experience).

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7.3 Tanzania government and policy and legislation relating to applicants with disadvantaged social backgrounds must be considered in selection criteria while adhering to constitutional rights against discrimination and bias. Regular review of the selection criteria must be done to ensure current relevance and acceptable progression.

7.4 Prospective students must have ready access to comprehensive, accurate, current information regarding all aspects of selection and progression (e.g. academic and other requirements, demands of the course, fitness to practice, application procedures, tuition, fees, and financial aid options).

7.5 Clear, effective policies must define how students with disabilities, injuries or illness will be considered so that students are given realistic opportunities to progress to graduation and competences.

7.6 Criteria for progression and exclusion must be unambiguous, explicit and readily available to students. Underperforming Students must have access to effective remediation and support.

7.7 Progression must be monitored and, if attrition rates are unsatisfactory or deteriorating, must be addressed by amending selection criteria and student support.

7.8 Policies for dealing with student misconduct and fitness to graduate, deciding on progression, sanction or exclusion and managing appeals against such decisions must be clear and publicly available.

Standard 8 – Academic and support staff

8.1 All full time and part time staff must be appropriately qualified for and competent in their roles, ensuring full coverage of the curriculum, management and administration.

8.2 The total number of staff of all kinds involved with the programme in any way, including part time staff, must be sufficient to deliver all aspects comprehensively and meet the school's mission.

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8.3 Teaching skills must be adequate and effective and include all involved in teaching in any way. An effective programme for improving and upgrading teaching skills must be maintained.

8.4 Security and benefits must encourage retention of satisfied, competent academic staff. They should experience a balanced workload of teaching, research and service and have opportunities for further study and professional growth. Sufficient support staff must enable academic staff to focus on their core work.

8.5 The school must demonstrate effective, publicised programmes for professional growth of all staff, including teaching skills. Opportunities must be provided for staff to contribute to the school's direction and policy.

8.6 Promotion criteria must be clear and recognise value in all aspects teaching, research, service and other activities.

Standard 9 – Curriculum

General

9.1 The curriculum must comply in all respects with the Tanzania Higher Education Qualifications Standards Framework level 8 for a degree programme which enables the graduate to enter postgraduate programmes at the Masters level. Additionally, the student must be prepared for 12 months Internship before registration with the VCT.

9.2 Learning outcomes must be explicitly stated in a cohesive, integrated way.

9.3 Learning outcomes must be fully communicated to staff and students and further:

Align and integrate all content, teaching, learning and assessment activities

Meet the objectives and learning outcomes of each unit of study

Be kept relevant, up to date and effective by regular, structured review and management.

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Management

9.4 The school must effectively manage and monitor curriculum content and delivery with a formal committee structure that includes student representation. The committee must:

Determine design, teaching and delivery methods and assessments

Gather information from assessment and outcomes, evaluate, and respond to feedback from stakeholders, users of veterinary services, moderators, external examiners to effectively monitor and improve quality of the curriculum

Comprehensively review the entire curriculum every 5 to 7 years

Meet staff training needs that enable effective future curriculum development.

Content

9.5 The curriculum must enable students to:

Acquire knowledge of scientific subjects relevant to veterinary science

Know and advise on normal animal anatomy, behaviour, physiology, husbandry, nutrition, reproduction and adaptation as well as abnormal pathology, disease causing agents, and clinical manifestations of important animal diseases, especially zoonoses.

Acquire entry level skills in clinical categories applicable to a broad range of common species. Skills must include clinical examination, necropsy, all categories of commonly used technical and laboratory diagnostic methods and their interpretation, biosecurity, categories of therapy (e.g. surgical, pharmaceutical), patient care (primary, intensive), and emergency, surveillance and isolation procedures, all in the context of overarching problem-solving skills. Skills must be applicable to individuals and groups (herds, wild animal populations).

Acquire relevant knowledge and principles that enable veterinarians to promote animal welfare in the context of changing global norms and standards.

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Develop the categories of skills that enable management of animal diseases endemic to Tanzania, endemic to and of importance in the country in which the school is located and exotic emerging disease threats or diseases of global significance.

Acquire relevant skills in regulation of animals and animal products, epidemiology and preventing disease, and food safety and hygiene. Training in abattoirs must be included.

Trained to solve problems using evidence-based criteria and manage cases rationally and professionally.

Communicate professionally. This includes information acquired from owners and managers of animals, retrieval of relevant information from medical records, communication with colleagues, clients and other relevant people or bodies, legally compliant certification and report writing.

Apply professional ethics, delivery of services, personal and business management and enhancement of the status of the profession.

Managing continuing professional development, workload, wellbeing and collegial relationships.

Extramural Studies

9.6 EMS must be demonstrably incorporated into training students in a balanced, integrated manner, complementing and supporting intramural studies.

9.7 Extramural production animal practical training must enable the students to acquire a comprehensive understanding of livestock husbandry, management and production systems.

9.8 EMS providers must be contracted to provide meaningful feedback on student performance.

9.9 An academic staff member must fully supervise the entire EMS programme, liaise with EMS serviced providers and ensure students get appropriate placements.

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9.10 Students must be guided and supported in taking responsibility for their EMS learning outcomes, acquiring placements in good time, setting and reaching objectives and maintaining credible logs of their EMS experiences.

Extramural work integrated learning (WIL)

9.11 WIL will include additional (i.e. not replacement) experience with approved non-academic veterinarians under contractual agreements which meet school, provider and student needs; and voluntary elective placement of students in rotations in state veterinary medicine and elective veterinary practice exposure.

9.12 A suitable member of the academic staff must be responsible for WIL, including liaison with providers and students and ensuring students take responsibility for their placements, keep records and logs of their experiences and provide feedback and assessment WIL.

Standard 10 – Assessment

General

10.1 Assessment and quality assurance must include the broad range of veterinary knowledge, skills and attributes that ensure graduates are competent to deliver a wide range of veterinary services in a professional manner. To this end policies, methods, quality assurance and standards must be appropriate and credible.

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10.2 A structure that clearly identifies lines of responsibility and determines, regularly reviews, changes and manages assessment must be in place. It must ensure learning outcomes drive assessment design and validate decisions on progression. It must maintain good quality assurance.

Policy and regulation

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10.3 There must be clear assessment tasks and grading criteria for each unit of study which must be understood by students well in advance of assessment.

10.4 All aspects regarding requirements to pass must be clear.

10.5 Students must have access to credible appeal mechanisms against failure.

10.6 The school must have mechanisms for review and revision of assessment.

Methods and design

10.7 Assessment design must validate progression and ensure learning outcomes that cover the full range of professional skills to entry level competence.

10.8 Constructive and prompt feedback of assessment must guide student learning.

10.9 Assessment load must be managed to achieve fair workloads for students and staff.

10.10 Strategies must enable the institution to certify achievement of learning objectives at all levels of the programme and for all units of study.

10.11 Diverse methods of assessment must be valid and reliable. In clinical disciplines skills must be directly assessed to a significant degree.

Standards and quality assurance

10.12 A variety of procedures such as peer review of assessment, supervision, invigilation, credible record keeping and moderation must ensure fair, valid and reliable assessment.

10.13 Moderation processes must emphasize fairness and ensure equality of status across all aspects of the programme. Moderation should include comparisons with other institutions.

10.14 Processes of assessment must ensure that grading accurately reflects student performance against learning objectives.

Standard 11 – Continuing and postgraduate education and research

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11.1 Significant, broadly based research by academic staff must drive teaching, integrate with and strengthen the degree programme.

11.2 All students must be trained in methodology and research techniques relevant to veterinary science (e.g. literature evaluation, experimental design, data analysis, scientific report writing, and submission of manuscripts). Students should also participate in research projects.

11.3 The institution must provide a range of postgraduate degree programmes, internships, residencies and continuing education opportunities that are relevant to community and professional needs and strengthen and complement the degree programme. Funding, resources and staff must be adequate for all programmes and the numbers of participating students.

11.4: In the absence of national specialist standards, programmes should meet the standards and regulations of the respective European specialist colleges and of the European Board of Veterinary Specialisation or equivalent bodies.

Standard 12 – Outcomes assessment

12.1 Outcomes assessment must be recognised as the best indicator of the school's success, progress and quality. It is complex, diverse and requires clear understanding by all involved.

12.2 The school must have mechanisms to gather and evaluate credible data routinely at school, programme, module and individual levels to confirm that its objectives, quality enhancement and mission are met. Diverse assessments of the programme are the choice of each school but must be broad and include surveys involving staff, students, research personnel, employers and a broad range of users of veterinary services (state, public health, clinical, pharmaceutical industry).

12.3 The school must demonstrate that:

its strategic goals are appropriate and progress is ongoing

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internal and external processes via long (e.g. employer surveys) and short (e.g. student study evaluations) feedback loops must be employed to validate the programme

data and evaluations over an extended period of at least 5 years must be saved and compared to monitor progress or regress.

12.4 The school must verify that all its graduates have achieved stated learning outcomes and entry level (VCT Day One) competence.

12.5 Each student must keep a record in the form of an experience log of their practical and clinical skills throughout the programme. Such logs must form part of the assessment process, monitor competence, guide learning of skills for each student and be credible and secured against fraud.

12.6 Regular review of evidence of student experience and competence must inform improvement and be reported to stakeholders.

12.7 In the case of a new school that has yet to graduate students, evidence must be presented that programme outcomes are being achieved for students currently and that adequate planning and resources will be available to ensure that they will be sustained to completion of the degree.

CHAPTER 3 – VCT accreditation

The VCT accreditation process is the VCT's own process, independent of global processes. Accreditation is granted to new and existing schools provided all standards have been met. Time concessions may be granted for disqualifying deficiencies to be rectified.

Summary

Initiation

Approximately 24 months before accreditation of an existing school is due to lapse the VCT will give notice of a visitation. In consultation with the school, visitation team

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members and other bodies that participate or send delegates, the VCT will agree on a suitable date. The same conditions apply to new Tanzanian schools and schools abroad seeking initial accreditation. The VCT appoints a Programme Coordinator (PCO) and the university appoints a suitable person to liaise through the PCO with the VCT.

Self-Evaluation Report

The school will then promptly begin the self-evaluation process to complete it in good time (3 months before the visit) and give the school opportunity to take measures to address deficiencies before the visit. The Self-Evaluation Report (SER) provides the foundation for the visit. Schools must provide credible, concisely worded information in compliance with the guidelines for self-evaluation as detailed in Chapter 4 and the SER report template (Annex 1).

Site visit

A full site visit will be undertaken every 7 years. VCT may shorten the timescale between visits dependent on analysis of annual reports or appearance of risks to the programme.

The goals of a site visit are to verify and supplement the SER, ascertain compliance with each standard and report the team's conclusions to the vct.

A visitation team makes initial contact with the Principal/Vice-Chancellor of the University. Subsequently all requests are put to the Head of School. Meetings planned for the visit must be finalised three (3) months before start of the visit. Requests for additional meetings during the visit are complied with by the head of school's office.

The Head of School will open the visitation with a summary of the school's progress since the previous visit, forward planning and the current situation of the University and School.

VCT expects mutual trust, a collegial spirit and a desire between the visiting team and the school to establish the true status of the veterinary degree programme.

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The leader of the team assigns prime responsibility for one or more standards to each member. He/she will arrange any necessary communication or team teleconferences concerning arrangements for the visit, initial discussion of the SER and identification of deficiencies of information. He /she will arrange a briefing and planning meeting immediately before the visit starts.

The team will work as a group for the visit to uniformly understand the degree programme, curricular interrelationships and integration. As necessary the leader may however deploy a subgroup to focus on a specific issue.

Day 1 (normally a Monday). The Head of School will meet the team and make opening remarks. The team will then tour all core teaching sites and assess the facilities. Meetings with staff, students and stakeholders should include the full team.

The team will request meetings with academic staff who include a broad range of disciplines and levels of experience, other intra- and extramural staff, students and external stakeholders.

An appointed "open hour" time for staff or students to meet confidentially with the team must be arranged. Opportunities and VCT contact details must be given to staff and students for private, confidential communications before and during the visit.

On-site changes may be made at the request of the team leader with additional time allowed for further consultation, if considered necessary.

The team will meet formally at the end of each day to consider its findings and progressively generate its report through the visit.

Oral report / Exit interview

At the end of the visit the team meets with the head and senior staff of the school and then with the Head of School and Principal/Vice-Chancellor. The strengths and weaknesses of the school in relation to the 12 VCT accreditation standards are

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summarised. The team may not comment on accreditation status which is the VCT's responsibility.

Formal report

The team leader requests any additional inputs from the team and prepares a draft report with designated VCT staff within one month of the end of the visit.

Each visitor makes an independent assessment in preparation of a clear report on the school's compliance with the standards. A template is provided to assist in ensuring a consistent report with no omissions. The team leader takes responsibility for the final report.

The team must all agree on commentary, recommendations and commendations by the end of the visit. Any post visit changes in content or meaning should be circulated to all members.

The use of the term "must" indicates a mandatory requirement to meet a standard. Use of the term "should" indicates a recommended, desirable change in meeting a standard.

In the case of internationally constituted teams the report may contain appendices of relevance to accrediting bodies for which each concerned member is responsible. Relevant team members must agree on conclusions in such appendices. The final complete report of the main accrediting body should be sent to all members so that they can sign off on the report to their respective organisations.

Each standard will be evaluated separately in a section of the report and may include recommendations. Major and minor deficiencies and the effect they have on compliance are reported. Recommendations must be articulated to be of practical assistance to visitors on subsequent visits as well as to the school and university.

The draft report is sent to the veterinary school for comment on its accuracy. The team leader assesses any such comments in finalising the report. It is then sent to the VCT for

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initial consideration by the VCT Education Committee which confirms or amends recommendations for VCT to consider in formal session.

The VCT sends its considered version of the now official report to the Principal/Vice-Chancellor of the University for comment. Copies are sent to all team members.

The university may formally comment on or make considered objections to the report within 2 months of receiving it.

The university's comments and the report are then reconsidered by the VCT Education Committee in making a final decision on accreditation status for approval by VCT.

Classification of accreditation

The following options apply:

Accreditation for seven years. This applies if periodic status reports are satisfactory for the period

Accreditation for less than seven years. This applies if significant deficiencies are reported. There may be one or more major deficiencies and /or a number of minor deficiencies that have an unacceptably negative impact on the degree programme but are rectifiable during the shorter period. The deficiencies must be addressed within a defined period with satisfactory regular reporting by the school. When the defined period has elapsed the VCT will either conduct a full visit covering all standards or a shorter, focussed visit with a small team to address specific deficiencies. The period of accreditation depends on the outcome of this visit.

Accreditation denied. This applies when the VCT finds the deficiencies sufficiently serious not to permit registration of graduates and cannot be rectified within a reasonable time. The school may request a revisit when the identified deficiencies have been rectified.

Terminal accreditation. This is applied if a school decides to close or the VCT considers that circumstances do not allow rectification of deficiencies identified.

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Unsatisfactory performance procedure

The VCT may consider the following actions if reports and other evidence indicate unsatisfactory performance:

Revoke accreditation

Impose additional conditions on existing accreditation

Shorten the period of current accreditation

When it considers such action necessary the VCT will inform the veterinary school of the grounds on which its concerns are based, request a site visit and proceed as follows:

The VCT will appoint a team consisting preferably of the team leader and some members of the previous visit and members with specific expertise relevant to the concerns.

The team may recommend to the VCT that the standards are met or likely to be met soon and accreditation may be affirmed for a period determined by the VCT.

Alternatively, it may recommend that standards are not met or likely to be met soon. In this case the VCT may place further conditions on accreditation, specify actions to be taken and/or shorten the period of accreditation. If it considers that the school cannot realistically deliver the course in compliance with the standards it may withdraw accreditation. The VCT reserves the right to set an examination for Tanzanian or foreign graduates who graduate after accreditation is withdrawn.

Procedures in case of Terminal Accreditation

These procedures are designed to protect the interests of those persons who enrolled before accreditation was withdrawn. Terminal Accreditation is limited to the period necessary for the protection of such students. Provided that the school complies with the conditions of termination such students will be registered with VCT on graduation. Any students who consider enrolling after Terminal Accreditation must be informed that they will be required to sit and pass the VCT examination.

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The Head of School and the Principal/Vice-Chancellor are formally notified in writing of terminal accreditation and the reasons for the decision.

Within six (6) months of the assignment of terminal accreditation the school must submit a comprehensive plan that details how it will protect the educational interests of currently enrolled students.

The school will provide an annual, detailed report to the VCT describing and validating its compliance with the plan, any changes made and their rationale.

To maintain its terminal accreditation status the school must:

Either enroll no additional students or inform newly enrolled students that the VCT is terminating accreditation and they may be registered to practice a veterinary profession only on passing the VCT examinations

Commit sufficient resources temporarily to comply with VCT standards so as to protect interests of the remaining students (e.g. in case of staff deficiencies, hiring staff on fixed term contracts to see students through graduation)

Compensate for deficiencies that cannot be rectified (e.g. outsource to other institutions that have essential expertise, facilities or equipment).

The VCT may send representatives to visit the school to assess and report on compliance with conditions and recommend whether accreditation should continue.

The VCT may terminate the accreditation prematurely if the school fails to comply with conditions. All students enrolled at that time will then have to sit VCT examinations. Extraordinary measures should be taken to try to avoid this while maintaining VCT standards.

Procedures for new South African veterinary schools

South African Universities contemplating a new veterinary school must liaise with VCT concerning the standards that must be met for VCT to register graduates to practise. VCT

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requires credible evidence of planning, implementation deadlines and intended student numbers that will ensure standards are met in good time for each successive year of the course.

VCT will assist with feedback that informs the university of compliance with standards in its planning and execution. The University will be informed that accreditation is considered after a visitation and is driven by compliance with the 12 accreditation standards. There will be two visits, one during the first final preclinical year and one during the year prior to the first graduation.

The University must be kept aware of the consequences, national and international, of its graduates not being registered to practise as veterinarians with VCT. The VCT maintains the right to examine graduates considered for registration, if necessary.

The University shall submit an SER before each visit. The VCT will consider the recommendations made after the visit during the first final year and decide accordingly. Additional, shorter, more focussed, follow up visits may be required.

Procedures for foreign veterinary degrees

Currently (2019) the VCT recognises no veterinary degrees offered abroad

CHAPTER 4 – Guidance for universities on preparing for a visitation

The university should appoint a coordinator to closely liaise with the VCT.

Self-Evaluation Report (SER)

The SER drives the evaluation process. Its main component is to report on how the standards (Chapter 2) are met. The veterinary school should provide a comprehensive but concise report of no more than 100 pages with no more than 50 pages of supporting documents on all aspects of education and training. It is recommended that the school begins the SER 14 months before the visit with key school leadership involved.

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Detailed guidance and a template for the report are provided in Annex 1. The school may consult the VCT via the PCO concerning information requested or interpretation of guidelines.

In schools with a departmental structure each department should give a brief overview of the main aspects of its structure and functioning as a separate appendix to the SER. Comments on weaknesses and strengths in should be made with brief mention of remedial actions being considered to correct weaknesses.

The SER must be submitted to the VCT three (3) months before the visit in electronic and printed copy format. Should this deadline not be met the VCT reserves the right to postpone the visit.

Sufficient printed copies should be submitted for each visitation team member plus 2 copies for VCT.

Information required in addition to the core SER

Annex 1 details additional information that is required but which is not to be included in the core report.

Online information

Online access which includes subject title, credit point value where appropriate, semester and year position, aims, learning outcomes, staff teaching, hours, delivery method and assessment mode should be available to visitors 1 month before the visit for each unit of study.

Materials in visitor base room

A meeting and base room should be provided for the visitors on site. It must be secure, lockable and allow confidential meetings. Internet and wifi access should be provided. Background information for visitors to examine should include the following:

Student handbooks

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Examples of the range of EMS reports

Any understanding, contracts or governance documents relevant to external teaching and training practices and sites

School and teaching hospital budgets and current financial reports

Strategic/business operating plans

External and internal review reports

Outcome assessment reports and student logs detailing achievement of Day One Competences

External examiner reports

Examination question papers and scripts at different grading levels, course work, examiners' reports and assessment summaries

Details of the composition, duties, powers, relationships and group representation for all committees and delegated authorities relating to the programme

VCT compliant CPD records for all staff registered with VCT

Visitor timetable

Normally the timetable is as follows:

Sunday: Visitors meet at accommodation for informal meeting structured and led by the team leader.

Monday: Head of School welcomes visitors, introduces senior staff, outlines and discusses the mission statement and gives an overview of the school. The team then conducts a campus tour.

Tuesday to Thursday: Meetings, more detailed tour of facilities, evening meetings to discuss findings and make progress in generating the report.

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Friday: Prepare and deliver the exit interview. Complete rough draft of the report extending into evening, if necessary.

Saturday: If necessary, the team leader and PCO attend to final details of the report. Other team members depart.

VCT and the University's coordinator for the visit will agree on a timetable at least three (3) months before the visit. It should include:

The head of the institution and the heads of departments/administration at the start of the visit.

Meetings with staff (senior and junior) and representatives of other teaching staff, support, technical and administrative staff, under- and postgraduate students, interns, residents and research staff.

Meeting with the student representative council. Meetings with other students may, however, be informal over visitor lunch breaks. They may involve representatives from each year but any student should feel free to speak to the visiting team at times advertised in advance of the visit.

Meetings with stakeholders requested by the VCT (e.g. State and other employers of veterinarians, recent graduates, private practitioners as employers, users of the school's services in clinical (referral services), continuing education and post graduate programmes).

Time must be allocated to visit a representative example of off campus teaching and training facilities.

During the week one "open hour" should be allocated for individual members of staff or student bodies to meet privately and confidentially with the team at an appropriate venue. It must be prominently advertised to staff and students before the visit. VCT will provide telephonic and e-mail contact details for people wishing to communicate in these ways or arrange an alternative meeting time.

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Time should be allocated for the visitors to read and consider required material provided and displayed in the visitors' base room.

Access to the university intranet and other electronic devices should be provided to enable visitors to view teaching and learning using these means.

Time should be provided late in the week for revisits to selected facilities or staff, if considered necessary.

The team will meet privately in their accommodation each evening to discuss findings and commence to generate the report.

As it pleases the university may arrange an informal dinner during the week for visitors, staff and selected university guests.

On the final day, time should be allocated for the visitors to prepare summarised feedback to the Head of School and the Principal/Vice-Chancellor.

Other arrangements

VCT will arrange suitable local accommodation for the team.

Visitors are expected to make their own travel arrangements.

The university is expected to arrange daily transport between accommodation and site and from site to all facilities.

The university should provide name badges and security compliance for the visitors.

Accreditation and visit fees

South African visits

VCT charges no visitation or accreditation fees for visits to South African schools. All expenses of the visitation team should be borne by the institution being visited.

Visits to other countries

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Universities will pay an accreditation fee for visits to schools in other countries to cover VCT administrative costs, travel, accommodation and remuneration costs of VCT team members. Invoices must be settled in full before visits. The accreditation fee covers the 7 years period of accreditation and any evaluation of annual reports or other information.

CHAPTER 5 – The visiting team

Appointment and composition of visiting team

Visitors are appointed for a visit by the VCT from a list of approved nominees on recommendation of its Education Committee.

Criteria for appointments are detailed in Annex 5. VCT maintains an open invitation to people who wish to be considered as visitors. Visitors may be selected from other accreditation bodies. An academic visitor from an African school is normally selected.

Six visitors, not including observers, and a student visitor are considered a desirable minimum, but needs of representation and expertise for certain visits allow flexibility. In the case of a joint visitation with other accreditation bodies, each participating body appoints an agreed number of visitors. Student visitors must have no connection with the institution being visited. Other conflict of interest criteria apply.

Suggestion: Members of the visitation team

Team leader / chairperson: A senior member of the profession, with experience being a member of two other visits (not necessary in Tanzania or the School being inspected). The team leader should have academic and/or professional leadership experience, an understanding of the funding and other requirements of veterinary education. If the team leader does not have senior academic credentials then at least one other team member must have. The team leader may not concurrently serve as chairman of the VCT's

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Education Committee. If he/she is member of the Education Committee he/she must be recused from any debate, decision or vote on the report.

Council member: A representative from Council, with prior visitation experience. If council does not have a member with visitation experience, the representative shall de facto be the chair of the Education Committee of the council.

Members of the profession: The profession being evaluated, should have two members present nominated by the association representing the profession being evaluated. The members in question should have ten years of experience in the profession and should not be involved with the institution as within the last two years as a lecturer (or presenter within any module), a member of the advisory committee, or as an external examiner. The latter will allow for an unbiased view of the school being evaluated. The expertise of persons should cover preclinical and clinical sciences, food hygiene and public health and a broad species range. Clinical subjects must be covered by at least one clinical practitioner.

External member: A senior member of the profession invited from outside of the country, and who has not trained at the institution being inspected.

Observers: An observer can be any member, such as members from other schools, from an international accrediting body or representing the interests of another meeting, who(m) attend the meeting to oversee the process. The observers may participate in all activities, including raising questions to students, staff and senior staff. First time visitors must be fully informed and briefed before the visit and during the initial meeting before the start of the visit.

Higher Education representative: A member of the Council on Higher Education (CHE), who attends in terms of the Higher Education Act, as determined by the CHE.

Student member: Any student registered with any other institution recognised by the VCT, within Tanzania. The student's role is to evaluate student life, and to ensure that these aspects of the VCT requirements are adequate being met by the institution.

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Visitors are expected to consider all areas of the programme in a team context and not isolate themselves in their area of expertise. The team leader designates each visitor prime and secondary responsibility (first and second rapporteur) for one or more standards. First and second rapporteurs shall lead questioning on the standards designated to them and cooperatively prepare the draft report. Draft reports for all standards are discussed, amended and approved by the whole team in session.

Conflict of interest policy

To ensure a fair objective evaluation process all team members are informed of the VCT's conflict of interest policy and are required to sign a standard declaration.

Visitors should not be recent graduates or recent full-time employees of the school; neither should they have business, personal or family relationships with school leadership (head of school, deputy and departmental heads). However, the fact that most Tanzanian appointees are graduates of the single veterinary school creates greater conflict of interest potential. It must therefore be identified early, managed and dealt with sensitively in negotiated agreement involving the VCT, the school and the nominated visitor.

Advice regarding conflicts of interest and their management can be requested from VCT.

The head of the school being visited has the right to challenge the VCT on appointment of a visitor with a conflict of interest or ask for it to be managed in a mutually acceptable manner. Such challenge should be made within two weeks of formal notification of the team. The concern will be resolved by the VCT's Education committee with a replacement visitor or alternative solution that satisfies the university.

Guidance for team leaders

Team leadership is key to a successful visit. Together with the VCT visitation Programme Coordinator (PCO), the leader communicates with the university, relevant VCT staff and the visitors and ensures that the visitors address all VCT requirements throughout the

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process to submission of the report. All communication shall be reduced to writing and sent through the PCO.

Starting 24 months before the visit, the team leader and PCO will determine the timing of the visit. Then the structure and timetable for the visitation week, meetings to be held and sites and departments to be visited should be arranged. The PCO will liaise directly with the University and the school on the leader's and VCT's behalf. The leader designates responsibilities to each visitor.

The team leader will ensure that each member with primary responsibility for a section/standard provides a preliminary report, based on study of the SER, with initial "findings" and "recommendations" for circulation to members four (4) weeks before the visitation. A meeting for questions and discussion via teleconference or on the Sunday before the visitation will be held, as the team leader chooses. Questions that arise shall be promptly forwarded to the Head of School.

The leader will chair all the meetings with school leadership, staff, students and stakeholders. The leader may request visitors to lead questioning on their designated standards. The leader may also allow any visitor to ask relevant questions, but must conclude all meetings strictly within their allotted time.

The visitors will meet with senior members and officials of the university. The team leader will lead the team's participation.

In consultation with the team the leader compiles a brief oral report which is delivered to the Principal/Vice-Chancellor, the Head of School and senior school and university staff. The report is limited to facts, especially important strengths and weaknesses, with reference to the standards. It must not be prescriptive, refer to or make any recommendations regarding accreditation as such.

The leader must ensure that all team members are well informed and consistent in their interpretation of the standards and understanding of VCT education policies and requirements. Advice given to universities must be as uniform and consistent as possible. Visitors must be restrained from allowing any of their special, narrow interests to

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predominate and risk the report's good balance. Visitors must be guided to gather information without being judgmental and to comment without undue positive or negative emotion. Private conversations with staff on any aspect of the programme should be avoided.

The leader must ensure that visitors understand that differences in methods of achieving Day One Competences are acceptable and can be acquired in collaboration between veterinary schools. Flexibility, innovation and diversity in approach are desirable provided requirements are met.

Visitors all contribute towards the visit report as whole as well as in their designated roles. The leader, with assistance from the PCO, edits and takes responsibility for the final report. The leader is also the final arbiter in of any corrections to factual points raised by the school.

The leader may be required to attend a follow up visit after the main visit and to attend any meetings with SAVC to complete the accreditation process after the visit.

Guidance for visitors

Visitors are required to conduct themselves professionally, courteously, and respectfully during all visitation business with all people involved.

Visitors must:

Remember that the objectives of accreditation include verifying that a programme meets the agreed standards required for registration in South Africa, encouraging and stimulating progress in raising of standards, and involving the institution in evaluation and planning.

Limit themselves to gathering facts uncritically and unemotionally, be discrete in comment and maintain a positive attitude.

Ensure confidentiality of all materials, discussions and reports of the visit are confidential.

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Discuss the "state of a school" ONLY with team members and appropriate VCT staff.

Study the school's Self-Evaluation Report well in advance of the visit to acquire an understanding of the school and its operation and to identify flaws.

Be prepared for five and a half days of work followed by long evenings of discussion.

Participate in all aspects of the visit.

Focus on main task of the standards of accreditation.

Be punctual always.

Participate in all functions of the visit.

Dress in corporate/professional attire for all site visit activities.

Wear identification badges at all times.

Act as a courteous guest of the university and is there to assist it and its veterinary school in meeting its mission and goals.

Maintain good communication with the PCO and the team leader from the time of their appointment until the completion of the report and address any problems promptly.

Visitor team members must not:

Bring preconceived ideas about the school to the visit.

Have a personal agenda regarding the school, its programmes, or people.

Become separated from the team unless so assigned by the leader.

Become involved in a confrontation involving any issue of the visit.

Compare schools or programmes. Each school and its programme will be unique and evaluation according to the standards permits desirable innovation and diversity.

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Offer judgments on any problems encountered during the visit.

Guidance for observers

Two categories of observers, those in a training role and those from other accrediting bodies or veterinary schools, may form part of the team. They will have different roles. The university must be informed of the observers, their categories and their roles.

Observers from other accrediting bodies

For some visitations involving multiple accrediting bodies, there may be "observers" representing an accrediting body whose role is to act as an independent member of the visiting team – not as a subject expert who has responsibility for evaluating specific aspects of the course or facilities. Their role is to act as an auditor of the visitation process on behalf of their accrediting body. They are required to observe proceedings and during the visit report back to their parent body on the fairness of the process. They may take part in all discussions and meetings of all kinds. They may be called on, for example, to give guidance on interpreting the specific requirements of their parent accrediting body. They may not vote on compliance with the standards. They enable their parent accrediting body to evaluate the quality of the findings and recommendations of the visitors.

Other observers

Other observers may be invited by VCT to attend a visit in a training role, or as a representative of another accrediting body that is not party to a mutual recognition agreement with VCT. The invitation will be made with the agreement of the team leader and head of school concerned. Such observers will receive a copy of the school's Self-Evaluation Report before the visit, but will not submit draft reports or comments, and will not vote on compliance with the standards. They will play a passive role during the visit and are not expected to contribute to the discussions with school staff, unless otherwise agreed with the chairperson. The leader may permit them to contribute

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constructively to discussions between the visitors in private session. They must abide by all aspects of the guidance set out above for visitors. VCT will pay the travel and accommodation expenses of invited trainee observers. All other observers attend at their own expense.

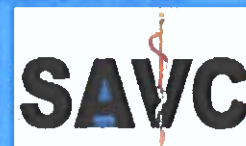
Visiting team modus operandi

The university must be made aware that comments made at any stage during the visit regarding any standard are not a final determination. The team leader should preface the oral exit report with this information and state that the report represents the majority view of the visiting team. This is considered by the VCT Education Committee together with its detailed deliberation on the recommendations in the final report. The status of each standard and the overall accreditation status therefore rests solely with the VCT.

Each evening during the visit, all team members meet to capture recommendations, commendations and queries still to be clarified. The draft report is generated and added to in the light of information gained during the day. On the last evening of the visit the draft report is completed and recommendations agreed upon. Each recommendation must be based on a "finding" noted at the end of one of the sections of the report. Each finding must be based on information contained the section involved. The "background" section of the report will normally have been prepared beforehand by the VCT staff, based on information in the SER. The visiting team will verify the information is correct, and edit, correct and add to it if necessary before using it to make its findings and recommendations based thereon.

At the conclusion of the visit the team holds exit interviews with the head of school and with the Principal/Vice-Chancellor of the institution to on its findings. The exit interview with the head of school and others of the head of school's choosing, completes the visitation of the university and precedes the exit interview with the Principal/Vice-Chancellor or, if unavailable, a duly authorised representative and officers of the university administration that the Principal/Vice-Chancellor may choose. The exit

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interview is a critical part of the site visit. All team members must attend. The chairperson of the visitor team is responsible for developing and delivering the remarks for the exit interview. The team assists the leader in preparing the oral report. The leader may invite members to comment on the sections of the report drafted by them.

Relationships and interactions during the accreditation process must be collegial. Both VCT and the school should cooperate in reaching the common goal of good quality veterinary education in a spirit of mutual trust. The Head of School and other administrative officers should develop a sound knowledge of the standards, the measures and resources required to meet them and the consequences of failure to do so.

Notes for visitors

The VCT will send every visitor a Microsoft Office compatible electronic copy and a bound copy of the SER at least three (3) months before the visit takes place. Most of the communication with VCT, including circulation of draft reports, will be conducted by e-mail or other electronic file-sharing system, so it is important for visitors to maintain reliable internet access before and after the visit for all necessary communications with VCT. Every visitor should bring a laptop computer to draft their contribution to the report and share information with other members.

By a date specified by the team leader visitors must have studied the SER thoroughly and prepared comments or queries on completeness, credibility, discrepancies and any other concerns. They should also prepare a draft outline report in their areas of designated responsibility. These comments make for a more productive teamwork, save time and facilitate on-site verification. The comments/queries should be sent to the VCT PCO four (4) weeks before the site visit takes place. A teleconference meeting of the team and other communication may be arranged before the visit to discuss concerns that should be raised with the school about SER content and to ensure visitors understand their respective roles.

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During the visit visitors must complete their section of the draft report, agree on it with the secondary responsible visitor, submit it for discussion and hand the approved draft to the team leader to prepare the oral report by the time he/she stipulates.

Travel and subsistence

All visitors are responsible for making their own arrangements for travelling to and from the hotel at the start and end of the visit. The VCT will pay all reasonable travel expenses for appointed visitors, normally at the VCT's travel rate or economy flights. Receipts must be provided for all expenses. Travel arrangements during visitation week will be arranged by VCT and the university.

Visits, hotel accommodation and meal expenses during the visit will be settled by VCT for VCT appointed visitors. The costs for visitors from other accrediting bodies may be passed on to the university, depending on the policy of that accrediting body and reciprocal or other arrangements. Visitors will pay for any extraordinary meals/drinks they may order or other services such as personal telephone calls.

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Annex 1 – Self-Evaluation Report template

General

The Self-Evaluation Report (SER) is the cornerstone of the evaluation process. It should be the result of an in-depth review of the veterinary school and the education and training it provides to prepare its students to qualify to join the veterinary profession.

Preparation of the SER should begin about 14 months before the visit takes place to ensure an in-depth review of the school's degree programme education and its completion and submission to the VCT PCO at least three (3) months before the visit. Participation of key staff is necessary in drafting a credible report. The SER must be written in English.

The SER should be complete, yet clear and concise. Unnecessary abbreviations, acronyms and unusual in-house terms should be avoided.

Guidance on preparing the Self-Evaluation Report

The main body of the SER and the supporting documentation should be no longer than 100 pages of text each respectively (10 point Arial font).

The SER must be prepared in MS Word compatible format only and sent to SAVC electronically. Hard copies for the team members should also be provided.

The visiting team will use information in the SER extensively so it is very important that the school ensures its accuracy and consistency. Credible factual content from the SER is often reproduced in the final visitation report.

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Unnecessary explanatory material should be excluded from the core of the report. Extracts from official texts must be avoided. Necessary detail for explanation can be included as appendices or provided in the visitors' base room or to a website link.

The section, "Objectives" must include only the institution's general objectives (teaching, research, service, continuing and postgraduate education). Detailed curriculum objectives, which should be confined to Standard 9 ("Curriculum").

Timetables should make a clear distinction between hours per student and hours per teacher.

Research information provided on Standard 11 ("Continuing and postgraduate education and research") should focus on undergraduate student involvement.

Appendices should clearly follow the outline of the core evaluation report.

The core report should include precise cross-references to the exact place in the relevant appendix material. Electronically this can be achieved by using hyperlinks.

Useful information in the appendices must be carefully selected to clarify the core report without unnecessarily detailed information that does not improve understanding.

Dissemination of the Self-Evaluation Report

At least three (3) months before the start of the visit, the school must send to VCT an electronic copy in MSWord compatible format and enough printed copies of the SER for all the visitors/observers attending the visit, plus 2 further printed copies.

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

Staff meeting the visiting team should study the SER well, particularly those parts that concern them.

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The SER and the visitors' report on the school are kept confidential until the final report and university's response has been received by VCT Education Committee

Self-Evaluation Report layout

The sections of the SER must be drafted in line with the guidelines and requirements set out below.

Introduction

Objectives

Standard 1 – Organisation

Standard 2 – Finances

Standard 3 – Facilities and equipment

Standard 4 – Animal resources and materials of animal origin

Standard 5 – Information resources

Standard 6 – Students

Standard 7 – Admission and progression

Standard 8 – Academic and support staff

Standard 9 – Curriculum

Standard 10 – Assessment

Standard 11 – Continuing and postgraduate education and research

Standard 12 – Outcomes assessment

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Appendices as required

All standards must be addressed and all the questions in the template answered. If there is no activity in the school which corresponds to the question, state "not applicable". Each school has unique features so if the school has difficulty using the format requested, a different format that matches the school's own structure may be provided with an explanation for the difference. Difficulties may be communicated to VCT via the PCO so that any problems may be resolved.

For each standard, sub-divide the chapter as follows:

Facts (lists, tables, numerical data, descriptions)

School comments

Suggestions for improvement in sequential, descending order of importance.

Sometimes comments and suggestions are requested in the template. Otherwise they are made at the discretion of the school.

Information required in addition to the SER

The following additional information, not included in the core report, is required:

An outline in summary style of major changes since the previous site visit

A list, appended to the report, of current academic staff, their teaching responsibilities, FTE status, qualifications, departmental affiliations and registration status with VCT

A curriculum handbook / study guide as available to lecturers and students

A detailed timetable for each academic year.

A map of the institution with map references and indication of floors to assist the team with suggested routes for various stages

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Information detailing the units of study and rotations throughout the programme as follows:

Title, reference, year or semester position, whether compulsory or elective

Formal content of units of study, hours, modes of instruction

Introduction

An outline in summary style of the major changes at the school since the previous visitation should include:

response to the recommendations of the last VCT visit

main organisational changes

new policies relating to teaching

list of new buildings and major items of equipment

main changes to the study programme

important decisions made by the management of the school or the authorities responsible for it

any changes in funding and major staffing changes

Any major problems encountered by the school, whether resolved or not.

Objectives

1. Facts

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Describe the school's mission and official list of the overall objectives.

☐ Who determines the school's official list of objectives?

☐ How is the list revised?

☐ Is there a system for assessing the achievement of the school's general objectives? If so, please describe it. If there is no official list, please indicate the objectives that guide the school's operation.

2. School comments

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

3. School suggestions for improvement

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

Standard 1 – Organisation

[Refer Chapter 2, Standard 1 (1.1 – 1.4)]

1.1 Facts

Name of the school

Address, telephone number, e-mail contact and website address

Title and name of Dean/Head of School

Address of the university

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Details of the authority overseeing the school and under which it operates

Provide a copy of the mission of the school which should address its commitment to teaching, research and service, providing training and opportunities to undergraduates in an acceptably broad range of domestic species and excellence in all aspects of programme delivery

Provide a copy of the strategic and operating plan of the school that indicates how it identifies and deals with strengths, weaknesses, opportunities and threats

Provide a diagram of the administrative structures showing the school in relation to the university or overseeing authority

Provide a diagram of the internal administrative structure of the school (councils, committees, departments, etc.)

Describe briefly the responsibilities, constitution and function of the main administrative bodies (councils, committees, departments, etc.)

Describe briefly the mechanisms for staff and students to influence the school's direction and decision-making processes.

Indicate the involvement of external stakeholders (e.g. professional, public) in the school

Describe processes for the appointment of the senior officers of the school (Dean, Principal or Head, Deputy Dean, Heads of Department, etc)

Explain how the school obtains and directs resources to achieve its mission.

Who is responsible for the clinical teaching hospital?

Who is responsible for distributed teaching activities of the school?

Describe organisational structures that ensure alignment of the veterinary programme, veterinary teaching hospital operations and university/school curriculum leaders to support student learning

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Describe arrangements to ensure the continuity of core curricular partnerships

State the institution's mission and list the overall objectives.

- Who determines the objectives and how are they revised?
- How and how frequently are achievements of the objectives assessed?
- Indicate how the objectives are aligned with the national objectives, the specific needs of the country, regional and international relevance.
- Describe how the institution's Advisory Body is constituted, its functioning, succession planning and the roles of the Advisory Body members.

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 programme.

Suggestions for improvement

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

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Standard 2 – Finances

[Refer Chapter 2, Standard 2 (2.1 – 2.4)]

Finance is a complex standard to report on because the considerable variety in university and school management of finances. Liaison between the school and SAVC during preparation of the SER must be close to ensure definitions, items to be included or excluded, reporting format and any other requirements are understood.

2.1 Facts

Complete the tables below.

Provide the full budget for the school. An explanation of the university funding model for the veterinary school must be provided as an appendix.

Analyse trends in revenue and expenditure over the past 5 years and describe anticipated future trends

Compare hospital income to hospital operating costs.

Expenditure

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

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

Wages and salaries should include all contributions and benefits.

"Utilities" are water, electricity, gas, fuel, etc.

Cost of training

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The cost of education is complex because several headings of expenditure cover both teaching and research, resulting in direct and indirect expenditure. The cost of training calculated in the table is only part of the total cost.

Annual direct cost of educating a veterinary student

The numerator comprises:

a1 - salaries of teaching personnel

a2 - salaries of support staff

b2 - expenditure relating to teaching

c1 - equipment relating to teaching

e - total cost

$$\text{Cost} = \frac{a1 + a2 + b2 + c1 (= e)}{\text{number of students in undergraduate training}}$$

Direct cost of training for a degree

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

Table 2.1: Annual expenditure of the school last 5 years

Area of Expenditure	This year	N -1	N -2	N -3	N -4
	R	R	R	R	R
Personnel					

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a.1 teaching staff					
a.2 support staff					
a.3 research staff					
<i>Total for a</i>					
Operating Costs					
b.1 utilities					
b.2 expenditure relating specifically to teaching					
b.3 expenditure relating specifically to research					
b.4 general operations (excluding the above)					
<i>Total for b</i>					
Equipment					
c.1 teaching					
c.2 research					
c.3 general (or common) equipment					
<i>Total for c</i>					
Maintenance of buildings					
<i>Total expenditure</i>					

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Table 2.1.1: Projected future expenditure of the school for next 5 years

Area of Expenditure	This year N R	N +1 R	N +2 R	N +3 R	N +4 R
Personnel					
a.1 teaching staff					
a.2 support staff					
a.3 research staff					
<i>Total for a</i>					
Operating Costs					
b.1 utilities					
b.2 expenditure relating specifically to teaching					
b.3 expenditure relating specifically to research					
b.4 general operations (excluding the above)					
<i>Total for b</i>					
Equipment					
c.1 teaching					
c.2 research					

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c.3 general (or common) equipment					
<i>Total for c</i>					
Maintenance of buildings					
<i>Total expenditure</i>					

Table 2.1.2: Sources of expenditure for the veterinary teaching hospitals for last 5 years

Costs	This year N £	N -1	N -2	N -3	N -4
Salaries for support staff					
Salaries for teaching staff					
Maintenance of buildings and equipment					
Costs of consumable items, drugs, etc. incl. stock carried in-house					
Equipment costs and depreciation					
Costs of maintaining teaching animals					

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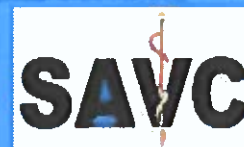


Table 2.1.3: Projected future expenditure for the veterinary teaching hospitals in next 5 years

Costs	This year N R	N + 1 R	N + 2 R	N + 3 R	N+ 4 R
Salaries for support staff					
Salaries for teaching staff					
Maintenance of buildings and equipment					
Costs of consumable items, drugs, etc. incl. stock carried in house					
Equipment costs and depreciation					
Costs of maintaining teaching animals					

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

Costs	This year (N)	N-1	N-2	N-3	N-4
1. Annual cost of training a veterinary student					
2. Cost of training a veterinary student for full degree programme					

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2.2 Revenues

State the calendar or academic year.

Indicate what financial support is provided directly by the central administration (e.g. maintenance, power, library etc).

Provide revenue for operational activities. Exclude revenue for capital projects or major renovations.

Total revenue should be equal to the sum of revenues from different sources,

i.e. $a+b+c+d+e = f$.

Revenue from public sources (item a) can fluctuate. Please give the total of this revenue for the past five years in table 2.2.1.

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Table 2.2.1: Annual revenues of the school for the last 5 years

Revenue source	This year N R	N – 1 R	N – 2 R	N – 3 R	N-4 R
revenue from the State or public authority					
revenue from private bodies					
revenue from research					
revenue earned and retained by the school					
d.1 registration/tuition fees from students					
domestic students					
international students					
d.2 revenue from continuing education					
d.3 revenue from clinical activities					
d.4 revenue from diagnostic activities					
revenue from other sources					
<i>Total revenue from all sources</i>					

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Table 2.2.2: Projected future revenues of the school for the next 5 years

Revenue source	This year N R	N + 1 R	N + 2 R	N + 3 R	N+ 4 R
revenue from the State or public authority					
revenue from private bodies					
revenue from research					
revenue earned and retained by the school					
d.1 registration/tuition fees from students					
domestic students					
international students					
d.2 revenue from continuing education					
d.3 revenue from clinical activities					
d.4 revenue from diagnostic activities					
revenue from other sources					
<i>Total revenue from all sources</i>					

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Table 2.2.3: Sources of revenue for the veterinary teaching hospitals for the last 5 years

Income sources	This year N R	N – 1 R	N – 2 R	N – 3 R	N – 4 R
Core funds from University					
Income from business activities					
Sponsorship from industry					
Benefaction and donations					
Grants for equipment					

Table 2.2.4: Projected future revenues for the veterinary teaching hospitals for the next 5 years

Income sources	This year N R	N +1 R	N +2 R	N +3 R	N +4 R
Core funds from University					
Income from business activities					
Sponsorship from industry					
Benefaction and donations					
Grants for equipment					

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

clinical income

commercial and practitioner consulting

research grants

other (explain)

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

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

Please provide details of the funding model used and the areas that the school must cover 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 in the university).

Describe briefly the mechanism(s) for funding capital expenditure (e.g. building work, major items of equipment), and how decisions are taken on this.

Do students pay tuition and or registration fees? If so, how much are they?

How are the fees are decided?

How are the funds are distributed?

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2.3 Comments

Besides the points below add any general comments that may help the team evaluate the school's finances.

Comment on any of the standards that are particularly difficult to fulfil in the present financial situation.

What is your 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 percentage of income from outside services that the veterinary school is permitted to retain for its own use, and on the extent to which loss of this income acts as a disincentive for the services concerned.

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

2.4 Suggestions for improvement

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

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Standard 3 – Facilities and equipment

[Refer Chapter 2, Standard 3 (3.1 – 3.10)]

3.1 Facts

3.1.1 General information

Describe the major functions of, or activities that take place in, the facilities used by the school.

Provide a map that indicates the principal facilities of the school and give distance and travel times to any off-campus facilities.

Describe the strategy and programme for upgrading and maintaining buildings and equipment.

Describe health and safety measures in place in the premises used for learning and teaching, including posted information (e.g. isolation facilities, radiology) and documented compliance.

Describe the recreational, study, locker and food facilities available to staff and students.

3.1.2 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 3.1.2 a: Premises for lecturing

Number of lecture halls

Number of places per lecture hall

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Hall no. 1 no. 2 no. 3 no. 4 no. 5 no. 6 no. 7 no. 8 etc.

Places

Total number of places in lecture halls:

Table 3.1.2b: Premises for group work (i.e. not practical/laboratory work)

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

Number of places in the rooms for group work:

Room no. 1 no. 2 no. 3 no. 4 no. 5 no. 6 no. 7 no. 8 etc.

Places

Room no. 9 no. 10 no. 11 no. 12 no. 13 no. 14 no. 15 no. 16

Places

Total number of places in rooms for group work/supervised work:

Table 3.1.2c: Premises for practical work

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Number of laboratories for practical work by students + number of places per laboratory

Room no. 1 no. 2 no. 3 no. 4 no. 5 no. 6 no. 7 no. 8 etc.

Places

Total number of places in laboratories:

3.1.3 Premises for animals

Briefly 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 (distributed) teaching practices and how standards are monitored and maintained.

Table 3.1.4 Places available for clinics and hospitalisation

Enter 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.

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Number of hospitalisation places for cattle	
Number of hospitalisation places for horses	
Number of hospitalisation places for small ruminants	
Number of hospitalisation places for pigs	
Number of hospitalisation places for dogs	
Number of hospitalisation places for cats	
Number of hospitalisation places for other species	
Number of animals that can be accommodated in isolation facilities:	
Small animals	
Farm animals and horses	

3.1.5 Diagnostic laboratories and clinical support services

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

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Central clinical support services

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

3.1.6 Abattoir facilities

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

3.1.7 Foodstuff processing unit

Describe access that the school has to foodstuff processing units for teaching.

3.1.8 Waste management

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

3.1.9 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 on and off campus veterinary school facilities and their maintenance.

Suggestions for improvement

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If you are not satisfied standards are fully met, please list your suggestions.

Standard 4 – Animal resources and materials of animal origin

[Refer Chapter 2, Standard 4 (4.1 – 4.7)]

This chapter covers animals and materials provided for students in pre- and para- clinical subjects (e.g. anatomy, animal handling/husbandry, necropsy, abattoir and public health, as well as clinical caseloads.

Facts

4.1.1 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.

4.1.2 Pathology

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

Number of students graduated in the last year = = 1

Number of cadavers necropsied

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A sufficient number and species-balance of cadavers is required for necropsy to ensure students have adequate training to conduct a full systematic necropsy on any of the major domestic species.

Table 4.1: Number of necropsies over the past five years

Species		Number of necropsies undertaken					Estimated % of necropsies observed by or undertaken by veterinary undergraduate students in most recent full year
		Yr N	N-1	N-2	N-3	N-4	
Food-producing animals:	Cattle						
	Small						
	Pigs						
	Other farm						
Equine							
Poultry							
Rabbits							
Dogs							
Cats							
Other/exotic							

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Note: State the actual year

Indicate species

If there are necropsies performed outside the normal pathology accessions, include these in Table 4.1

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 post-mortems by species that would be undertaken by a typical student during training.

4.1.3 Production animals

Indicate the availability of production animals for the practical teaching of students on the site of the institution
on other sites the institution uses.

4.1.4 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.

4.1.5 Clinical services used in student training

Describe the organisation of clinical services which support student training.

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Describe how all clinical placements are supervised, organised and subject to good quality assurance.

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 distributed and off campus clinical teaching experience. Describe the planning, supervision, and monitoring of students and the contractual relationships with placement providers (including health and safety compliance). Copies of contracts with external providers for core clinical teaching (distributive model) must be available for inspection confidentially during the visit.

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 comparable standard to intramural facilities and VCT facilities practice 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.

4.1.6 Case load

Complete Tables 4.2 for the past two years. Data for earlier years should be available for the visitors during the visit. Summarise trends in case load for each main species group, and indicate if there have been any significant changes in case load and students' involvement in cases since the last visitation.

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Complete Table 4.4 for external placements for core rotations. Summarise any other formal external placements used for core teaching (e.g. practice, government services).

Comment on the adequacy of patients (numbers, species, variety of cases) for the clinical teaching programme.

Comment on the balance between first opinion and referral cases used for training students, and the extent to which students are involved in both types of case.

Comment on the balance between cases for consultation, hospitalization and ambulatory visits.

4.1.7 Animal resources in students' skills development

Describe the internal and external clinical resources that are used across species for the development of Day One competences in

Anaesthesia, routine and referral surgery

Emergency and critical care

Primary and referral medicine

Clinical pathology, diagnostic imaging

Making and using medical records

Veterinary business, client communication, ethics and professional practice during clinical rotations

Isolation procedures, safe chemotherapy, radiation therapy, pathogen surveillance

Client complaints, and oversight of clinical morbidity/mortality.

Farm ambulatory clinical experience (i.e. ill animals, not herd work)

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Provide evidence that students are active participants in the workup, care and clinical management of cases. Explain how the teaching value of cases are utilised.

Demonstrate that the following apply:

small group clinical teaching by committed teaching staff who have advanced clinical experience

teaching methods that support 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 a 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 are atypical or unusual.

opportunity to understand and be involved in the full range of treatment options

encouragement for students to demonstrate skills in evidence- and research-based clinical practice

Assessment of clinical and procedural skills.

Table 4.2: Number of clinical cases involving students

4.2(a) – Production Animals

	No. of cases in previous year involving undergraduate students
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Production Animals	(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 seen by students on farm/herd health visits (not including EMS)		(e) Estimate % of 1 st opinion v. referral cases per species seen by students			
									1 st open		Referral	
<i>Last full year; Previous year</i>	Yn	N-1	Yn	N-1	Y1	N-1	Y1	N-1	Yn	N-1	Yn	N-1
Cattle												
Small ruminants												
Pigs												
Food producing Rabbits & other production animals (specify)												
Poultry												

4.2(b) Companion Animals

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Companion Animals	No. of cases in previous year involving undergraduate students									
	(a) Rec'd for consultation in school's clinics		(b) Number of hospitalised days		(c) Number of animals seen by students (not including EMS)		(e) Estimate % of 1 st opinion v. referral cases per species seen by students			
							1 st op'n		Referral	
<i>Last full year; Previous year</i>	Yn	N -1	Yn	N -1	Yn	N -1	Yn	N -1	Yn	N -1
Equine										
Dogs										
Cats										
Pet rabbits/ other/exotic/Wild life (indicate species)										

Table 4.3: Herd health programmes

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COPY THIS TABLE AND COMPLETE SEPARATELY FOR EACH OF THE LAST 5 YEARS	Herd/flock health programmes provided through university-owned animals		Herd/flock health programmes provided through private-owned animals or government services	
	SITES (N) (Blank, if none)	ANIMALS (N)	SITES (N) (Blank if, none)	ANIMALS (N)
Dairy				
Beef Cow-Calf				
Beef feedlots				
Sheep				
Goat				
Pig				
Poultry				
Fish				
Horses				
Other				

Table 4.4: External placements

Placement name	Species	Duration of rotation	Rotations per year	Students per rotation	Patient numbers*	Core? y/n	Other comments**
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*Patient numbers should be confined to the species that is the focus of the placement

** E.g. whether there are embedded university staff at the placement

4.2 Comments

4.3 Suggestions for improvement

If there are factors that are limiting student exposure to species (e.g. urbanisation reducing production animal exposure) what can be done to address them.

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Standard 5 – Information resources

[Refer Chapter 2, Standard 5 (5.1 – 5.2)]

5.1 Facts

Briefly describe and comment on adequacy of information resources, including library, information technology and the e-learning platform (include university, school libraries and departmental/subsidiary libraries if relevant). Include staff and their qualifications/expertise. Include modernity of hardware and software.

Describe IT support for staff and students and the qualifications of the support personnel.

What access is available for students and staff to library and on-line information resources both on and off campus? At what times is the access available?

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 programme and management of change.

Describe the use of learning aids such as simulations, mannequins and models.

Describe the audio-visual and electronic learning media available to students and their role in supporting student learning and teaching in the programme.

What support is available to the veterinary school for the design of on line learning materials?

What IT facilities are available centrally, within the school and within the clinical training facilities?

Describe the IT support for staff and students.

What training is provided to students and staff in IT use?

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Table 5.1: Library statistics (5-year comparison)

Year	Current (N)	N-1	N-2	N-3	N-4
Total budget					
Personnel					
Volumes held					
Number of paid-for journals					
Journal subscriptions (R)					
Acquisitions (Total)					

5.2 Comments

5.3 Suggestions for improvement

List in priority order.

Standard 6 – Students

[Refer Chapter 2, Standard 6 (6.1 – 6.5)]

6.1 Facts

Describe briefly how the number of student places is determined, including the contributions of government funded/subsidised places, non-subsidised domestic places,

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and places for foreign students to the total. Describe how applicants with disabilities or illness are considered and accommodated.

Describe how applicants with disabilities or illness are considered and accommodated.

Describe proposed changes in the number of students admitted and, if applicable, describe how the school plans to accommodate these changes.

List and describe student services (e.g. registration, teaching administration, mentoring, welfare, counselling, tutoring, peer assistance, clubs, organisations).

Explain the processes for supporting students who are performing poorly or become ill or disabled.

Explain the methods that are used for identifying and remediating failing students.

Explain what the school does to support graduates obtaining employment.

Describe the mechanisms for students to articulate needs and wants to the school and how these influence school decisions.

Describe the systems regularly used to collect student suggestions, comments, and complaints related to the standards for accreditation.

Complete tables hereunder.

What orientation and introduction services are offered new students?

Table 6.1.1: Numbers of veterinary students enrolled in the veterinary school

	This Year	N -1	N - 2	N -3	N -4
N					

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<i>Year Zero/foundation years, if applicable</i>					
First year					
Second year					
Third year					
Fourth year					
Fifth year					
(insert lines for any additional years)					
#Graduated					

Table 6.1.2: Numbers of non-veterinary undergraduate students

(If students on other courses, e.g. veterinary bioscience, veterinary nursing share any of the same resources as veterinary students, indicate their numbers here.)

	This Year N	N -1	N - 2	N -3	N -4
First year					
Second year					
Third year					

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(insert lines for any additional years)					
#Graduated					

Table 6.1 3: Veterinary applications, offers, acceptances

	SA students		Other students		Total	
	A/P	O/A	A/P	O/A	A/P	O/A
Current year						
N -1						
N -2						
N -3						
N -4						

A/P = Applications/Positions available

O/A = Offers made/acceptances

Table 6.1.4: Postgraduate students, including interns and residents (head count)

Enter the number of postgraduate students (excluding graduate students on the core veterinary professional programme) in the veterinary school.

	Interns (n)	Residents (b)	Resident +MSc (n)	Resident + PhD (n)	Other postgrad quals*	PhD

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Current year						
N -1						
N - 2						
N - 3						
N - 4						

Enter each person in only one category

*e.g. Diplomas, Masters, Postgraduate Certs.

6.2 Comments

6.3 Suggestions for improvement

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Standard 7 – Admission and progression

[Refer Chapter 2, Standard 7 (7.1 – 7.5)]

7.1 Facts

Summarise criteria for admission including prerequisite subjects

factors other than academic achievement used as admission criteria

measures to enhance student diversity and cater for disadvantaged groups (including compliance with government policy).

alternative routes of entry into the programme (e.g. Year Zero programmes; accelerated programmes for graduate entry).

Give examples/links to materials/websites designed for applicants providing information on the programme, entry requirements and the selection process.

Describe how the school reviews and reforms its admissions criteria and selection process.

Comment on how successful the selection process is in meeting the mission of the school.

7.2 Veterinary student progression and attrition

Describe the requirements for progression to a subsequent year of the course (examinations, completion of subjects).

Describe the procedures for management of 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.

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Explain how this information is communicated to students.

Table 7.1.1: Attrition of veterinary students

Entering class	Total students	Relative attrition		Absolute attrition		Total attrition	
	n	Academic n (%)	Personal n (%)	Academic n (%)	Personal n (%)	n	%
N -5 (if required)							
N -4 (if required)							
N – 3							
N – 2							
N -1							
Current year							

Relative attrition: students who transfer to earlier years or transfer to another veterinary school.

Absolute attrition: students who leave and never return.

Students who intercalate (interpose into a year) are not included in this table.

Table 7.1.2: Average duration of veterinary studies

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For students graduating in the current year (or immediate past year), how many have attended the programme for 4 – 10 years?

Duration of studies	Full course (n)	Advanced standing/accelerated programme (n)
4 years		
<i>(complete lines for each year)</i>		
10 years		
Average duration of study for students who graduated in the current year (or immediate past year)		

7.2 Comments

Comment on the following:

the standard of the students starting the veterinary course

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 programme to train existing student numbers

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progress made by veterinary students and mechanisms 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

Standard 8 – Academic and support staff

[Refer Chapter 2, Standard 8 (8.1 – 8.6)]

8.1 Facts

In completing the tables below, please note the following:

staff who are allocated to the veterinary school, principally for teaching in the veterinary programme and financed by the university – these should be included as full-time equivalents (FTE)

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staff in the school who teach fewer than 10 hours per annum in the veterinary programme should NOT be included in staffing ratios

staff in the school who are allocated to other programmes but also teach part time in the veterinary programme, including “research only” staff: their FTE ratings should accurately reflect their contribution to teaching

staff outside the veterinary school (service departments) who teach in the veterinary and other university programmes should be FTE rated accordingly.

practitioners in off-campus contracted centres (distributed model) who are significantly engaged in clinical teaching, should be FTE rated likewise.

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

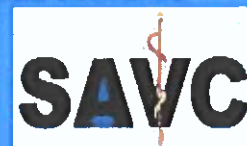
Full-time equivalents (FTE): Posts can be occupied full-time or part-time. The number given should correspond to a total of full-time equivalents (FTE). E.g. 10 full-time posts plus two part-time posts at 50% plus 1 part-time post at 80% should be given as a total of 11.8 FTE.

Teaching staff includes staff who 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 - secretaries, administrators, technicians, librarians, veterinary nurses, animal carers, cleaners, etc.

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Postgraduate students: Interns and doctoral (Ph.D.) students should not normally be included in staff numbers. They are included if they are paid to provide structured practical and/or clinical training for a minimum of 10% and a maximum of 50% of their annual workload and are supervised by the permanent staff.

Residents are included in teaching staff and allocated a fractional FTE based on their contribution to teaching. This fraction would not normally exceed 0.5.

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

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

	Non-Veterinarians			Veterinarians					
	BSc only	MSc	PhD	BVSc or DV M only	MSc	PhD	Veterinary specialists		
							Board Certified or Diploma holders	Board Certified / Dip holders & Masters degree	Board Certified / Dip holders & PhD
Dean/HoD									
Professor									
Associate Professor									

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Senior Lecturer									
Lecturer									
Tutors/or equivalent									
Part time Faculty (less than 75% time)									
Totals:									
Total specialist veterinarians:									
Total	Non-veterinarians:		Veterinarians:						

Table 8.1.2: Support staff of the veterinary programme

Role	Technical staff FTE	Admin & other staff FTE
Responsible for the care and treatment of animals		

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Responsible for the preparation of practical and clinical teaching		
Responsible for administration, general services, maintenance, etc		
Support staff primarily engaged in research		
Other		
<i>Total support staff</i>		

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

Provide data for the past five years

Rank/position	Number of Faculty lost	Discipline/Specialty	Number of Faculty recruited	Year
<i>Total</i>				

Outline how the allocation of staff to the school is determined.

Provide evidence that teaching staff are competent and effective in teaching skills.

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Outline how the allocation of staff to units within the school is determined.

Describe policies that 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 rules governing outside work, including consultation and private practice, by staff working at the school.

Describe the opportunities and financial provisions for academic staff to: a) attend scientific meetings; b) go on sabbatical/study leave.

If appointments are not filled describe the arrangements to cover their roles

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 assessing veterinary students.

Provide a list of the 'secondary' roles of academic staff (committees, administrative positions etc)

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8.2 Comments

Comment on the ease or difficulty of recruiting and retaining suitable personnel in any category.

8.3 Suggestions for improvement

Standard 9 – Curriculum

[Refer Chapter 2, Standard 9 (9.1- 9.12)]

9.1 Facts

Provide a broad overview of the teaching programme under the headings:

basic subjects

animal production

clinical subjects

food hygiene

preventative medicine

professional skills

overall objectives

Curriculum digest (listing for each year courses and clinical rotations, required and elective, course and title, credit hours, major modes of instruction)

Highlight unusual or innovative aspects.

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

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

Learning outcomes of each unit of study (including EMS), and the alignment of these with the programme learning outcomes and the SAVC Day Competences.

Describe the strengths and weaknesses of the curriculum.

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

Describe any 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.

Outline the composition, reporting lines and authority 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.

Identify the academic and support staff responsible for the overall supervision of WIL and describe their supervisory roles. Explain the processes for liaison with EMS providers.

Describe procedures for recording and assessing all practical training (e.g. logbooks)

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Outline the processes for approving students' choices of elective subjects.

Explain any limitations on students' freedom to choose electives.

Describe teaching arrangements in abattoirs and premises for food production.

Table 9.1.1: Digest of units of study (hours)

Unit title	Unit #/ref	Credits	Lectures (1)	Tutorials Seminars /Problem based learning (2)	Online & other (3)	Labs & Supervised Practical (4)	Clinical (5)	EMS (6)	Total
Year 1									
Unit name									
<i>(Insert lines for each unit)</i>									
Year 2									
Unit name									
<i>(Insert lines for each unit)</i>									
<i>(Continue for each year of programme)</i>									

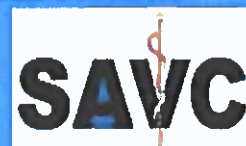
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Table 9.1.2: Digest of disciplines and subjects (student hours in course)

Subject	Lectures (1)	Tutorials Seminars/Problem based learning (2)	Online and other (3)	Labs & Supervised Practical (4)	Clinical (5)	EM S (6)	Total
Basic subjects & sciences							
Anatomy, Histology, Embryology							
Biochemistry							
Biology, Cell Biology							
Chemistry							
Physiology							
Molecular Biology							
Scientific method							
Biostatistics							
Genetics							
Epidemiology							

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Immunology							
Microbiology							
Pathology, Pathophysiology							
Pharmacology							
Pharmacy							
Toxicology							
Environmental protection and conservation							
Animal Production							
Pasture Science							
Animal Nutrition							
Animal Husbandry & production, incl. Aquaculture							
Livestock Production Economics							
Animal Behaviour&Behavio ural Disorders							

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Animal Protection & Welfare							
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Preventative Vet Medicine, Health Monitoring							
Reproduction & Obstetrics							
Clinical Subjects							
Anaesthesia							
Clinical Examination & Diagnosis							
Clinical Pathology							
Diagnostic Imaging							
Clinical Medicine							
Surgery							
Therapeutics							
Emergency & Critical Care							
Exotic & Epizootic Disease							

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Zoonoses & Public Health							
Government Veterinary Services							
Food Hygiene							
Veterinary Certification							
Regulation & Certification of Animal & Animal Products							
Food Hygiene & Quality							
Professional Knowledge							
Professional Ethics & Behaviour							
Veterinary Legislation							

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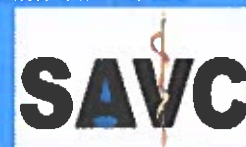
Communication Skills							
Practice Management & Business							
Information Literacy & Data Management							

Table 9.1.3 – Extramural Studies

Set out in table 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 programme
Production animal farm experience (pre-clinical)		
Companion animal pre-clinical experience		
Clinical – companion animal		
Clinical – production animal		
Clinical – other		

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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 programme
Core intramural rotations			
Core distributed rotations			
Elective rotations			
Other			

Provide breakdown by individual rotations.

9.2 Comments

9.3 Suggestions for improvement

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Standard 10 – Assessment

[Refer Chapter 2, Standard 10 (10.1 – 10.14)]

10.1 Facts

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

Describe the methodology used for 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 SAVC Day One Competences, at the point of graduation?

Explain how assessment:

supports quality student learning and student achievement of learning objectives

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, including moderation processes.

Describe the process by which grades are awarded.

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

Outline the appeals process.

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10.2 Comments

10.3 Suggestions for improvement

Standard 11 - Continuing and postgraduate education and research

[Refer Chapter 2, Standard 11 (11.1 – 11.4)]

11.1 Facts

Describe the postgraduate and research programme in the school with emphasis on:

how research activities are integrated with the and strengthen the veterinary programme

the nature and level of participation of students from the veterinary programme in
clinical and research training

the availability of clinical postgraduate training and appropriately qualified supervising
staff.

Areas of research excellence

Describe the continuing education programmes provided by the veterinary school, their
relevance to professional and the community needs, the number of participants in each
programme and plans for continuing education programmes.

Describe the involvement of interns, residents and research students in student teaching.

Outline any potential conflicts in relation to case management or completion of research.

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Table 11.1.1 – Postgraduate clinical training (interns and residents)

Clinical discipline	No. of interns	No. of residents	Diploma or anticipated title
etc.			

Table 11.1.2 – Postgraduate programmes (include any external/distance learning courses)

Qualification (indicate discipline and/or dept)	No. of students on taught courses, incl. external/distance learning	No. of students by research	Duration of training
Diploma			
1.			
2.			
3. etc			
Masters Level (incl. postgrad cert/dips, MMedVet)			
1.			
2.			
3. etc			
PhD/Doctorate level			

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1.			
2.			
3.etc			
Other			
1.			
2.			
3.etc			

Table 11.1.3 – Continuing education courses provided by the school in the most recent year (state year)

Title of course	Number of participants	Course hours
<i>(add rows as required)</i>		

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

		# academic staff involved in research		Externally funded research grants	Number of original peer-

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	Total # academic staff	who teach on the professional vet degree	Total research FTE	Number	Value	reviewed research publications
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 N (most recent full year)			
Year N – 1			
Year N – 2			

(adjust the year of study as appropriate to the programme)

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

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

11.2 Comments

11.3 Suggestions for improvement

Standard 12 - Outcomes assessment

[Refer Chapter 2, Standard 12 (12.1 –12.7)]

12.1 Facts

Facts provided in the SER should include (but not be limited to) the following:

Provide evidence that shows how the results of outcomes monitoring are used to improve the educational programme.

Student outcomes

Employment rates of graduates (within one year of graduation, completion of CCS and over longer periods if available)

Demonstration of achievement of VCT Day One competences

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Assessments of graduating final year students (e.g. graduating class course evaluations of their experience, etc.)

Survey results of employers' surveys of the school's graduates.

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 programme, teaching improvement benchmarks, etc.)

Analysis of surveys of outside opinion, including former students and other advisory/stakeholder groups, as to whether the school is achieving its objectives.

Professional competences

Describe the intellectual, clinical, personal and business competences that students must achieve by the end of the degree and summarise the records gathered by the school to demonstrate that students have achieved these outcomes.

Other

Summarise any other evaluations that the school/university has undertaken to measure the effectiveness of the veterinary programme in preparing students to enter the profession.

Provide an indication of trends in results over several years.

12.2 Comments

12.3 Suggestions for improvement

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