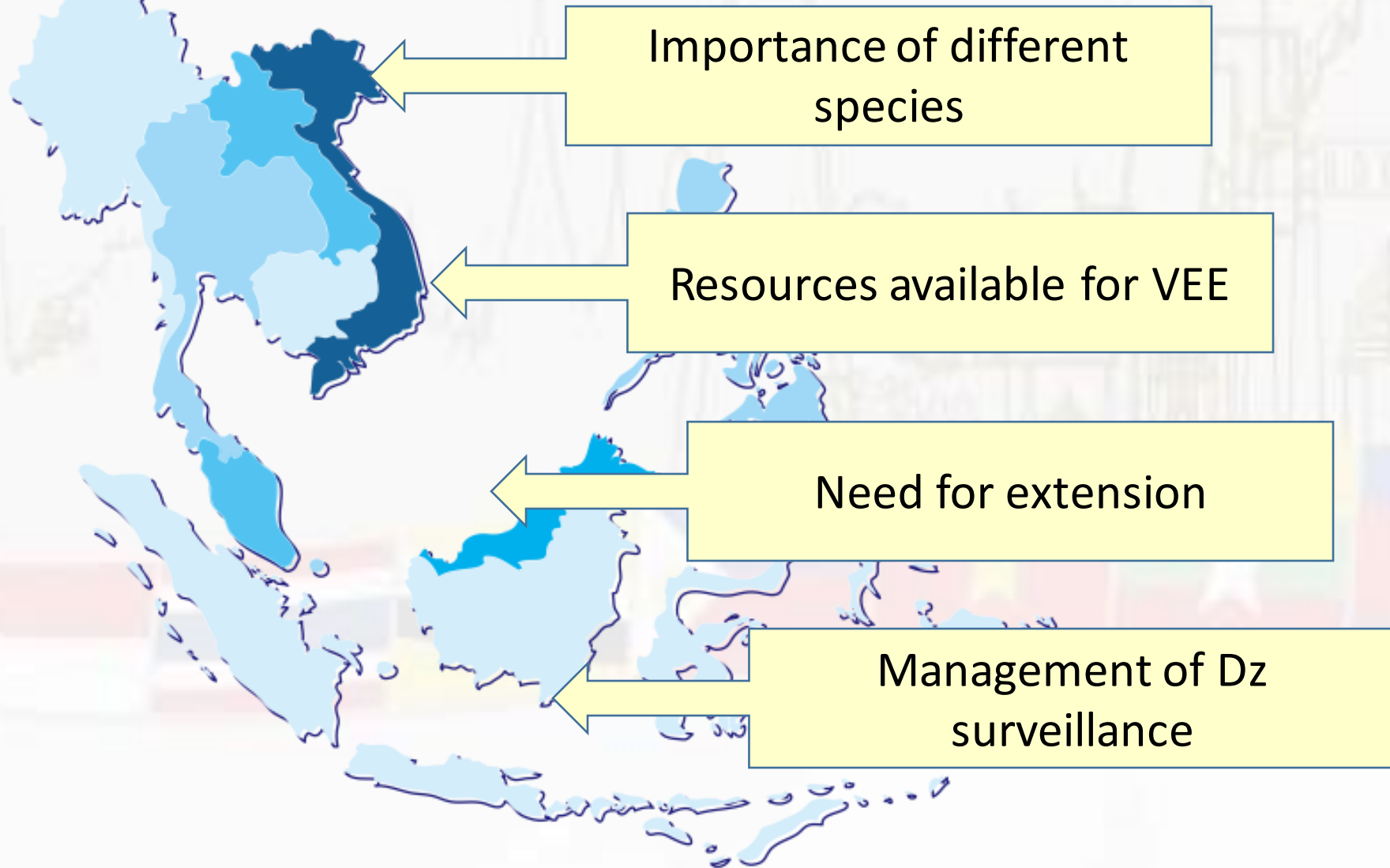




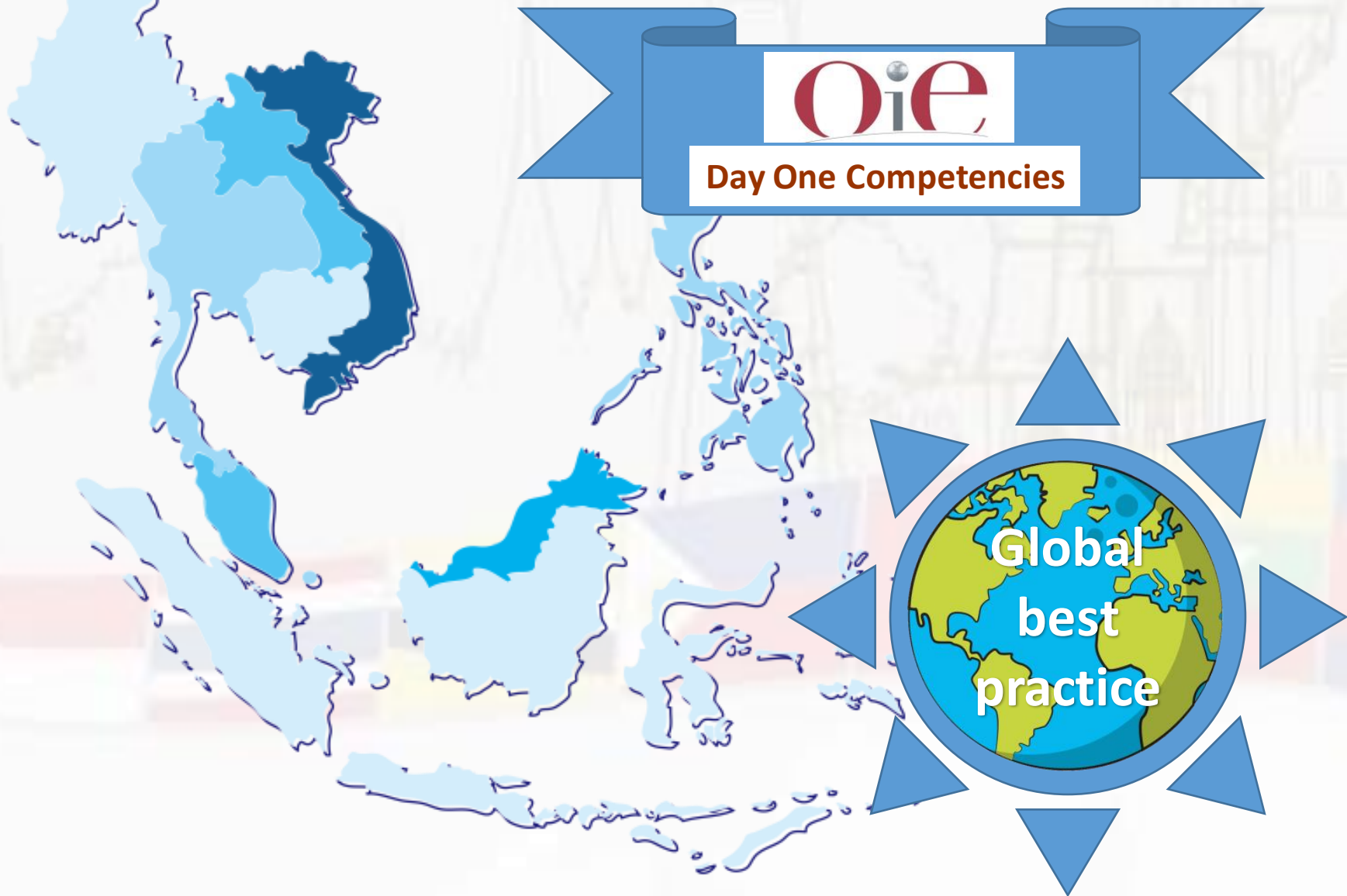
# A model for developmental or progressive accreditation

Rewarding and enabling success in  
veterinary education

# Needs and resources vary across ASEAN



# So should the accreditation standard be?



# If OIE D1C, what should be assessed?

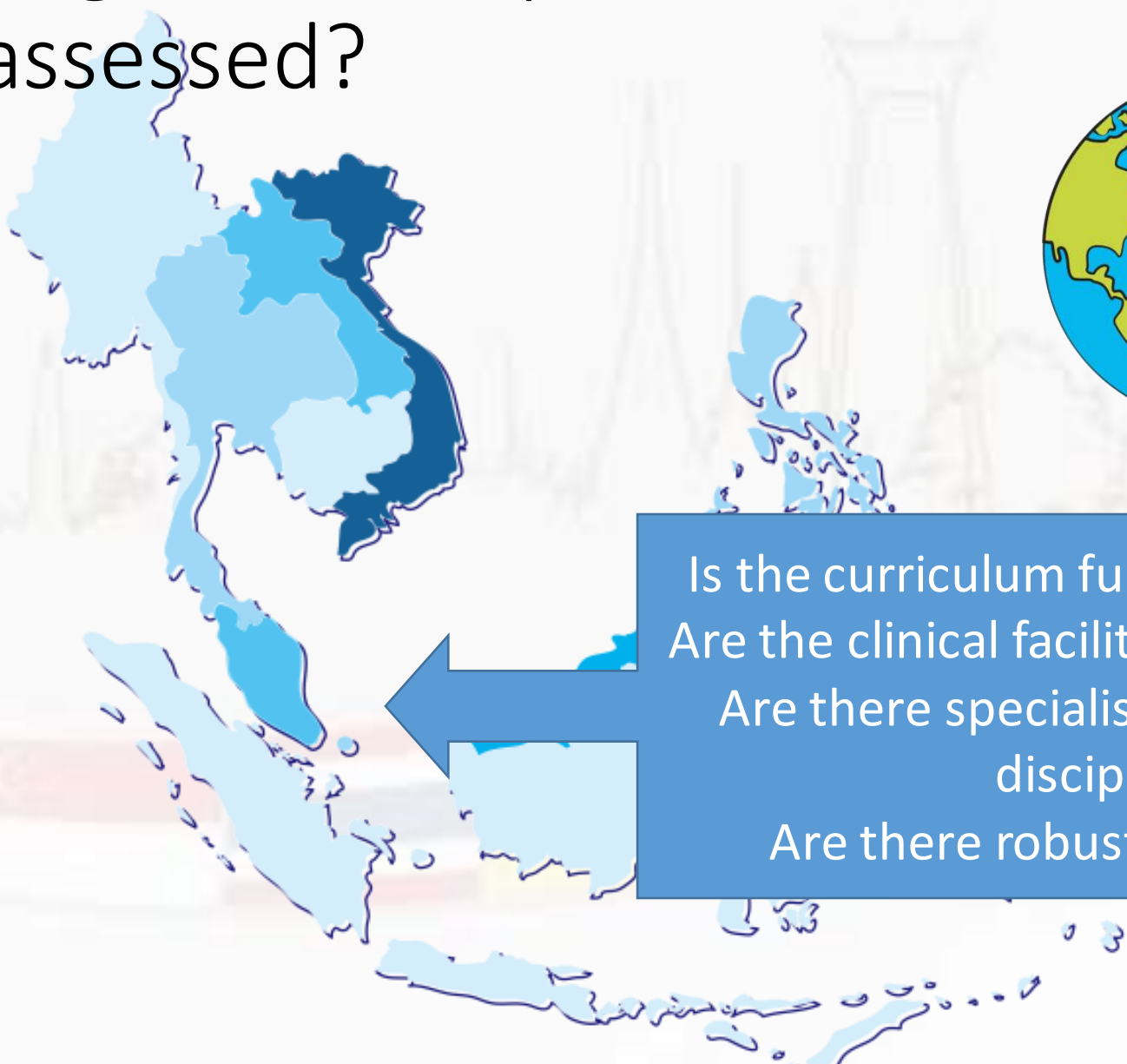


Oie

**Day One Competencies**

Are the OIE D1Cs taught?  
Are there enough facilities to teach?  
Is there a clinical service?  
Is there an extension service?  
Are there enough faculty?  
Is there enough money?

# If 'global best practice', what should be assessed?


A map of Southeast Asia, including countries like Thailand, Laos, Cambodia, Vietnam, Philippines, Malaysia, and Indonesia, rendered in various shades of blue. A large blue arrow points from the assessment box towards the map.

Is the curriculum fully comprehensive?  
Are the clinical facilities state-of-the art?  
Are there specialist faculty across all disciplines?  
Are there robust QA measures?

# But what standard is appropriate for ASEAN? Does “one size fit all?”



**Day One Competencies**

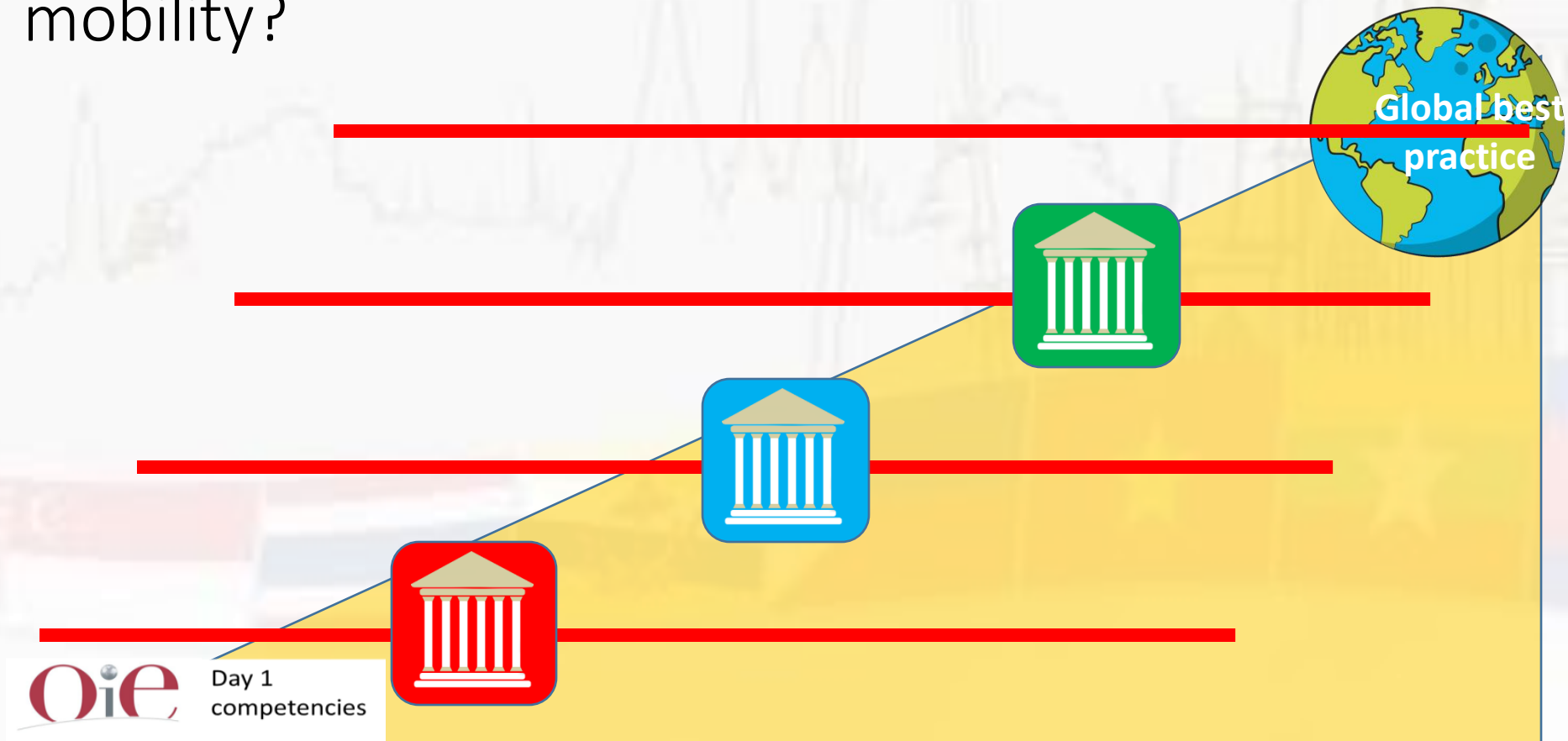


A map of Southeast Asia, including countries like Thailand, Vietnam, Laos, Cambodia, Myanmar, Malaysia, Singapore, Brunei, and Indonesia. The map is colored in various shades of blue and light blue.

Is the ‘OIE D1C’ standard good enough for all of ASEAN?  
What about the more developed AMS?  
What about the less developed AMS...can accreditations help VEEs to develop and/or improve?

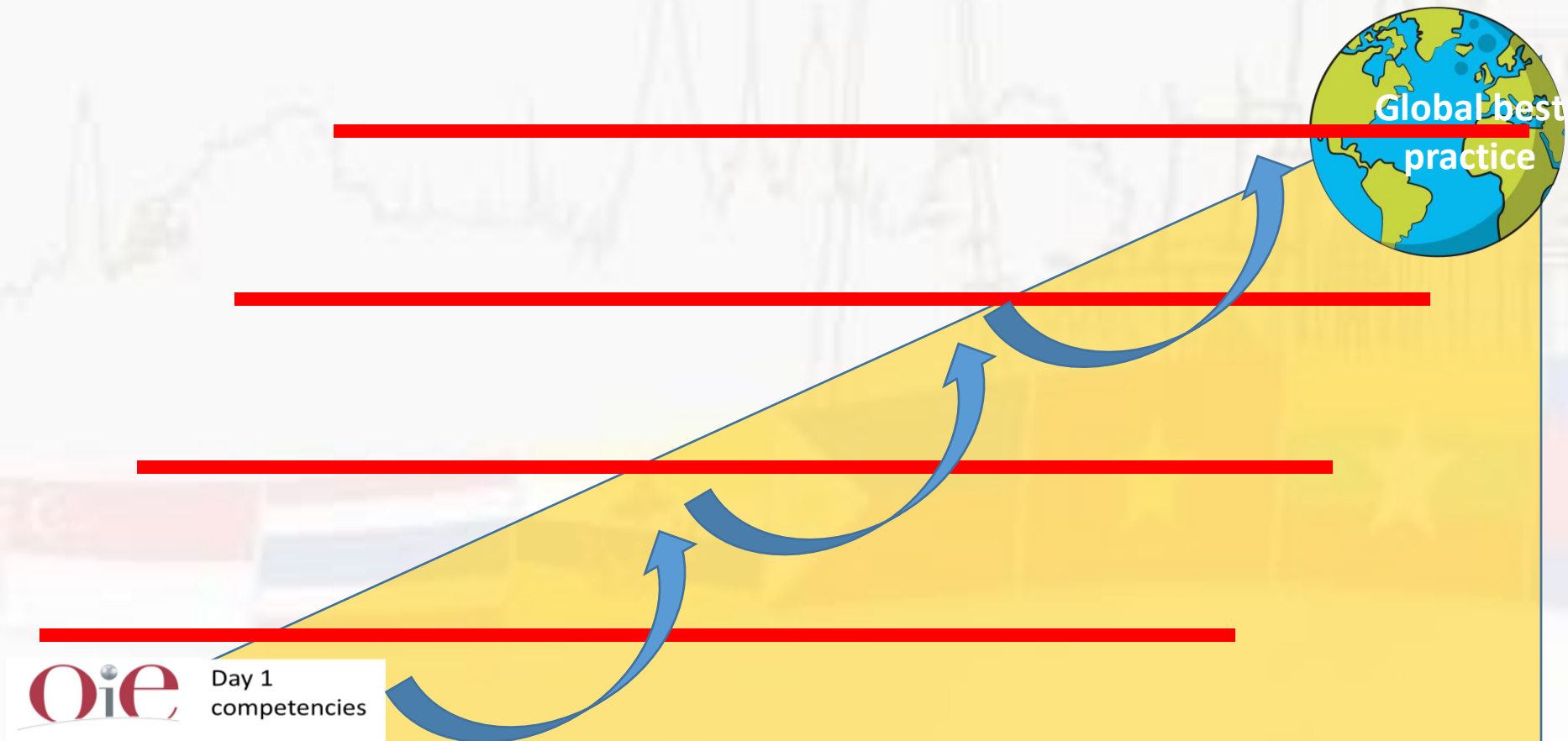
Can accreditation recognise different levels of advancement?

Can different levels of advancement be linked to different AMS requirements for cross-border mobility?





# Can accreditation help VEEs to advance from one step to another?





# Accreditation as a scaffolding for development

To reach this standard, you need to  
do everything from A to Z!

To reach this standard, you **also** need to do  
I, J, K, L, M, N, O, P, Q

To reach this standard, you **also** need to do  
D, E, F, G, H

To reach this standard,  
you need to do A, B, C

# Accreditation as a scaffolding for development

## **Level 1: OIE Day 1 competencies**

Provides basic services to a limited range of animal owners, primarily of food animals of domestic importance and with a focus upon the competencies required by the state veterinary service. Services to pet animals are limited.

## **Level 2: Developing veterinary school**

Provides basic services to a broad range animal owners and the state veterinary service, but with a focus upon food animals. Services to companion animals are present, but are not comprehensive.

## **Level 3: Recognised veterinary school**

Provides a reasonably comprehensive range of services to a wide range of animals owners and the state veterinary service. Not fully commensurate with international standards

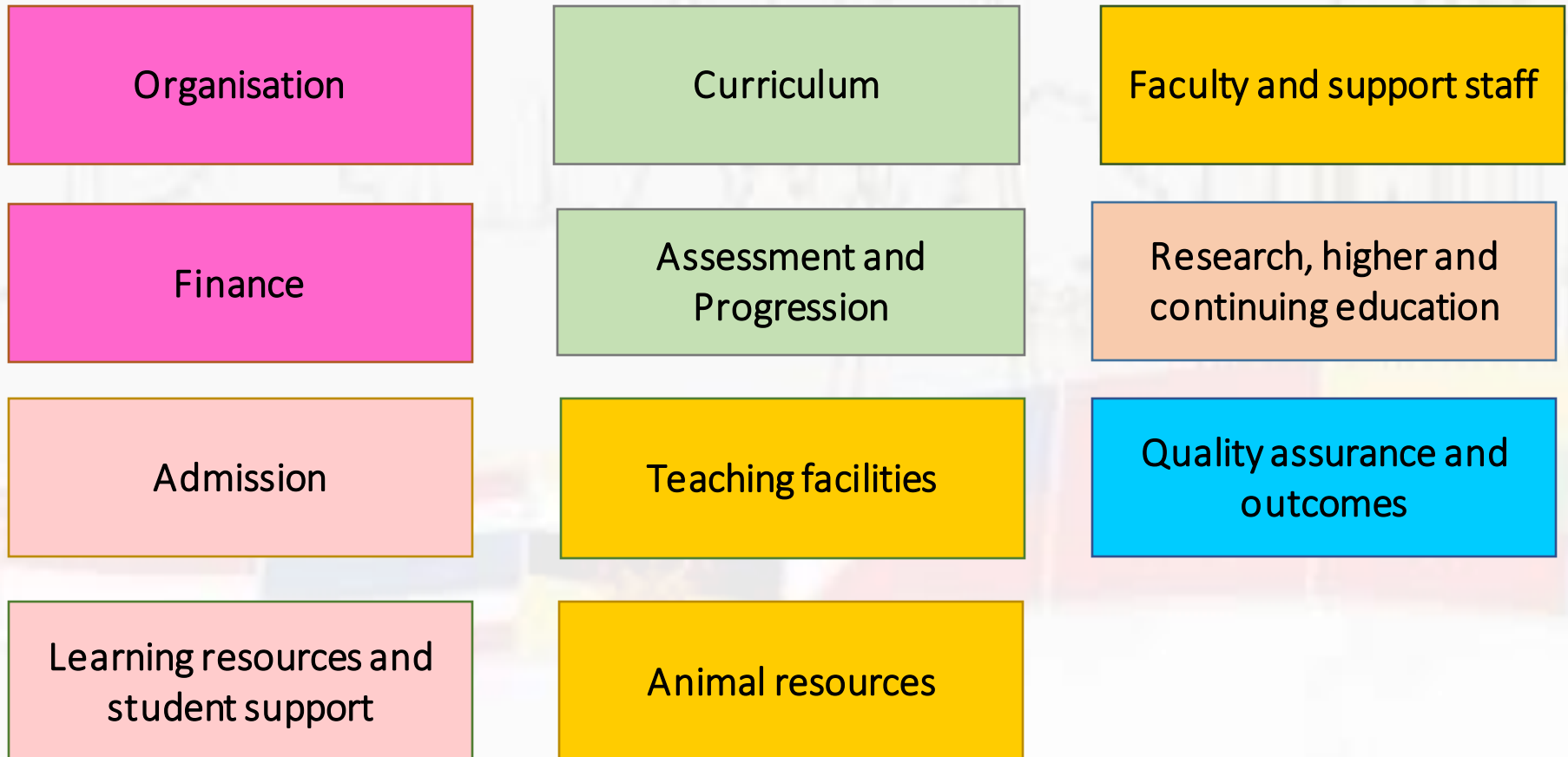
## **Level 4: Established veterinary school**

Comprehensive range of services to a wide range of animals owners and the state veterinary service. Commensurate with international standards



Turning A-Z into  
'real standards'  
for VEEs

# The VCT-AVBC project developed 11 standards for accrediting VEEs in Thailand



# For meeting the OIE D1Cs as the basic level:

Organisation

Curriculum

Faculty and support staff

Finance

Assessment and  
Progression

Research, higher and  
continuing education

Admission

Teaching facilities

Quality assurance and  
outcomes

Learning resources and  
student support

Animal resources

# Status: OIE Day 1 competencies :

These standards are at an adequate level to deliver the OIE D1Cs



Curriculum

Teaching facilities

Teaching and support  
staff

Animal resources

The VEE has identified clinical skills consistent with OIE Day One competencies and Programme Objectives, and competency statements that define the level of achievement expected of graduates for entry level veterinary

A sufficient number and variety of normal and diseased animals of the major species that pertain to the species required to achieve the school's mission) are available for pre-clinical and clinical instruction adequate quality, quantity and diversity, through intramural or external contracted placements, for instruction. These include:

- Animals for the development of students' competence in handling and knowledge of production systems;
- Cadavers and necropsy material;
- Material to develop expertise in food hygiene and veterinary public health;
- Access to abattoirs;
- Hospitalised patients, outpatients, primary care patients;
- Field service/ambulatory clinic patients and herd health opportunities to obtain clinical experience under

The VEE provides access to herds or flocks of production species (cattle, sheep or goats, pigs) either through the university's arrangements at readily accessible premises

The VEE ensures that students have commencing workplace learning and clinical work.

Veterinary teaching hospital facilities on campus hospital(s) or through formal affiliation with one or more off-campus veterinary practices

Clinical instruction emphasises challenge and problem solving.

Clinical instruction prepares students with the skills, professional attributes and learning strategies to prepare them for entry level practice.

Students are required to demonstrate competence in case management, including client communication, medical records, diagnosis, and treatment in practice.

Students are required to demonstrate advanced standing within the profession.

Resources are maintained in an effective retrieval system to efficiently support the teaching, learning and research of the school.

External pre-clinical or clinical instruction provide students with educational standards that are compatible with those of the VEE; and that university standards for workplace safety, biosafety and biosecurity, teaching, learning and assessment are maintained.

Clinical experiences at external sites provide access to subject matter experts and clinical resources at the appropriate level



# Status: Developing veterinary school

Organisation

Curriculum

Faculty and support staff

Finance

Assessment and  
Progression

Research, higher and  
continuing education

Admission

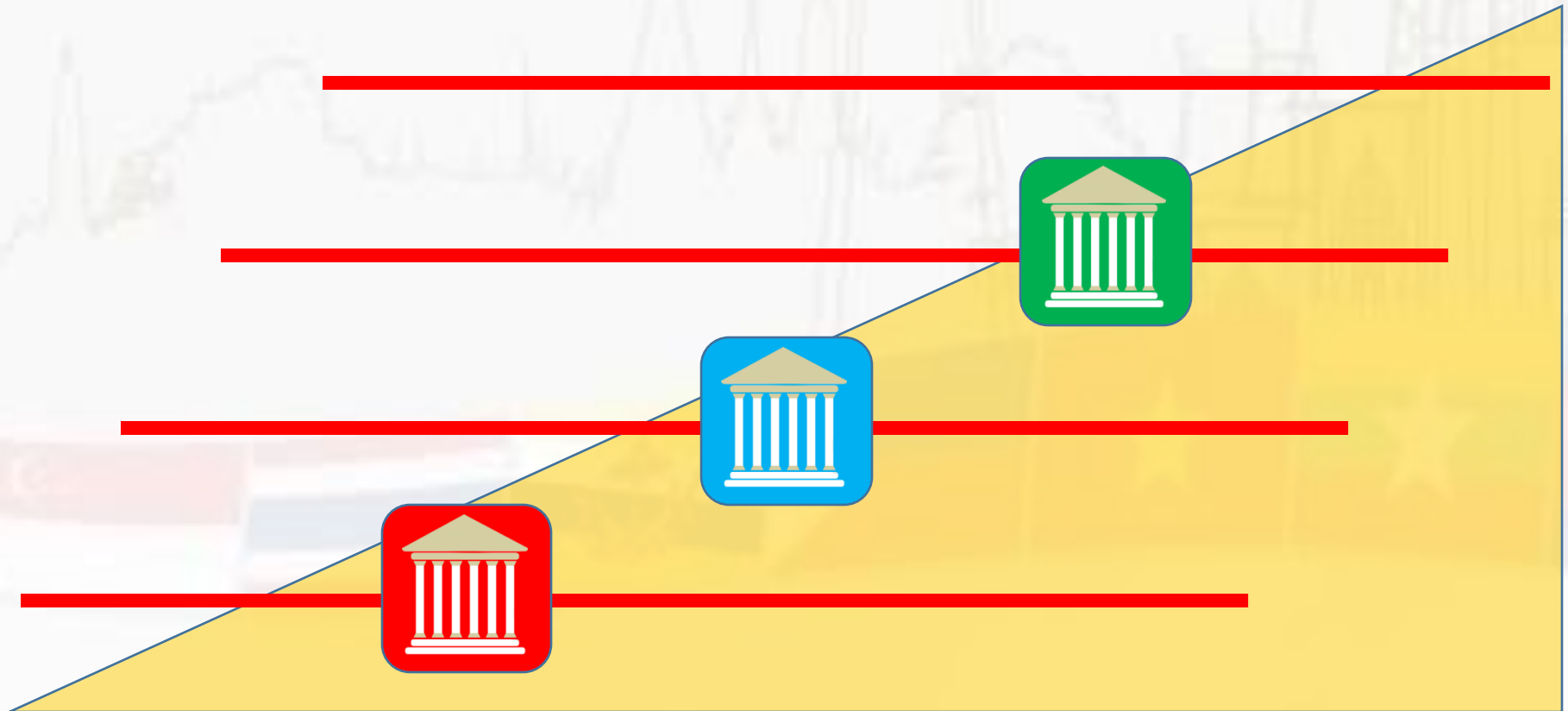
Teaching facilities

Quality assurance and  
outcomes

Learning resources and  
student support

Animal resources

And so forth....



# Status: Established veterinary school

Organisation

Curriculum

Faculty and support staff

Finance

Assessment and  
Progression

Research, higher and  
continuing education

Admission

Teaching facilities

Quality assurance and  
outcomes

Learning resources and  
student support

Animal resources



Thinking of this  
for (e.g.) the  
“Animal Resources” standard

Instruction largely theoretical

### Species

Cattle/buffaloes  
Small ruminants  
Poultry  
Aqua and fish  
Wildlife  
Equids  
Dogs and/or cats  
Zoos and parks  
Exotics  
Lab animals

### Handling

Demonstration  
Basic procedures  
Familiarisation  
Practical visits  
Practical services  
Assessment  
Working independently

### FA clinical services

Presented to VTH  
Ambulatory  
Abattoir  
Practical visits  
Practical services  
Basic surgeries  
Extension activity  
Herd health visits  
Hospitalised cases  
Reproductive technology  
Complex surgery

### CA clinical services

Presented to VTH  
Vaccination/desexing  
Hospitalisation  
Basic referral M & S  
Complex imaging  
Complex diagnostics  
Complex referral M&S  
Complex treatments

Significant practical instruction

Students develop independent skills

Species confined to those of domestic importance

### Species

Cattle/buffaloes  
Small ruminants  
Poultry  
Aqua and fish  
Wildlife  
Equids  
Dogs and/or cats  
Zoos and parks  
Exotics  
Lab animals

### Handling

Demonstration  
Basic procedures  
Familiarisation  
Practice on farm  
Practice in hospital  
Assessment  
Working independently

### FA clinical services

Presented to VTH  
Ambulatory  
Abattoir

Presented to VTH  
Vaccination/  
Desexing

Hospitalisation

Basic referral M & S

Complex imaging

Complex diagnostics

Complex referral  
M&S

Complex treatments

Local domestic  
and pet species

Extension activity  
Herd health visits  
Hospitalised FAs  
Reproductive  
technologies  
Complex surgeries

Comprehensive  
range of species



# Conclusions





# Developmental accreditation standards as a model for ASEAN VEEs

- The different stages of development of economies across ASEAN probably requires that VEE accreditation addresses, rather than ignores, those differences
- OIE D1C is the irreducible minimum.  
But VEEs want to progress beyond the first level
- “Stretch” standards that add in more and more requirements, which VEEs can meet “one step at a time” to enable VEEs to become stronger and more comprehensive
- Based on one set of standards across ASEAN, from which various components are added at each level of development

# Developmental accreditation standards as a model for ASEAN VEEs

- Collaborative model, in which VEEs share resources
- E.g. species of importance
- E.g. faculty with rare specialities
- No VEE is the “winner” but every VEE can advance as far as it can
- Advancing requires seeing what is needed for the “next stage” then developing a Strategic Plan to get there
- Maybe, maybe, maybe, a model like this could underpin a veterinary MRA

All it takes is

