

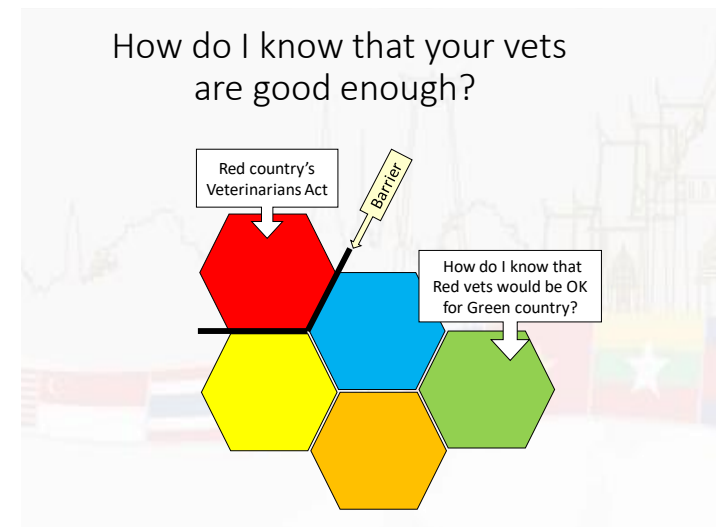
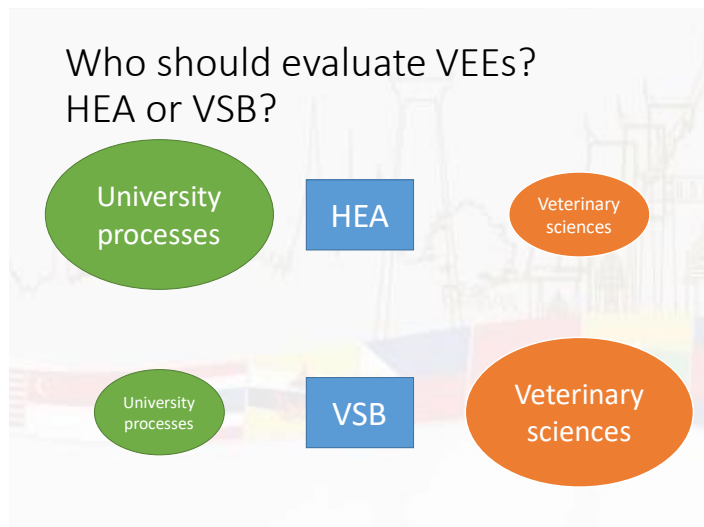
Models for evaluating veterinary schools

Tim Parkinson and Achariya Sailasuta

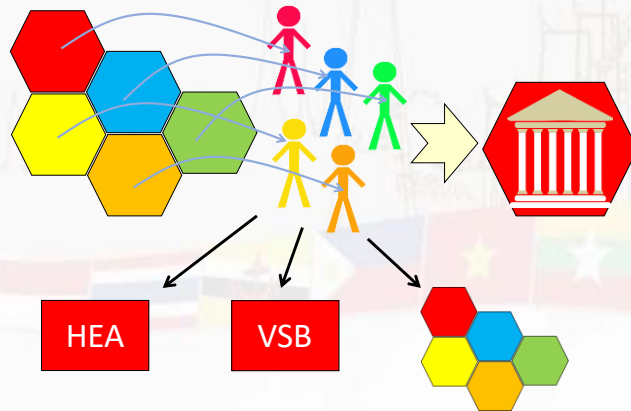
Why evaluate VEEs?

To provide confidence to the **national public** and **global community** that:

- Minimum standards of veterinary education are met
- Graduates are “fit to practice” as (entry level) veterinarians
- Graduates can effectively contribute to the National Veterinary Service



Maybe we should all look at
each other's vets



Australia and New Zealand do this...

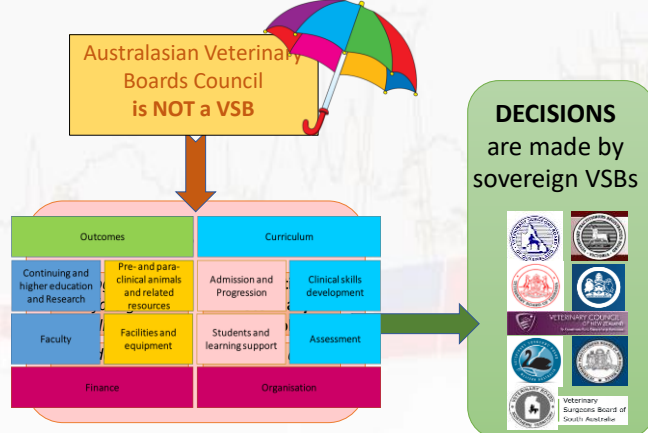


- Each state has separate VSBs and separate veterinary legislation
- There is no overarching national/international legislation governing these VSBs

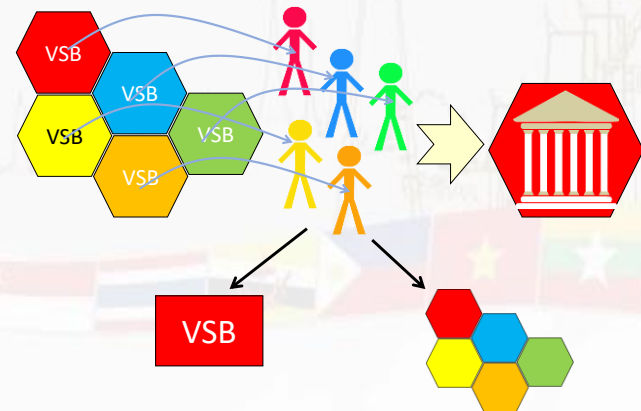
So an umbrella organisation, AVBC, was created to evaluate VEEs on behalf of all of the VSBs



How the umbrella works

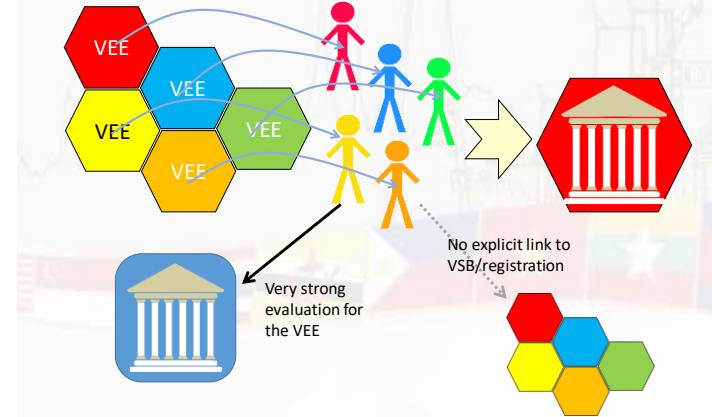


The evaluation of the VEE is reported to
the home VSB and the related VSBs

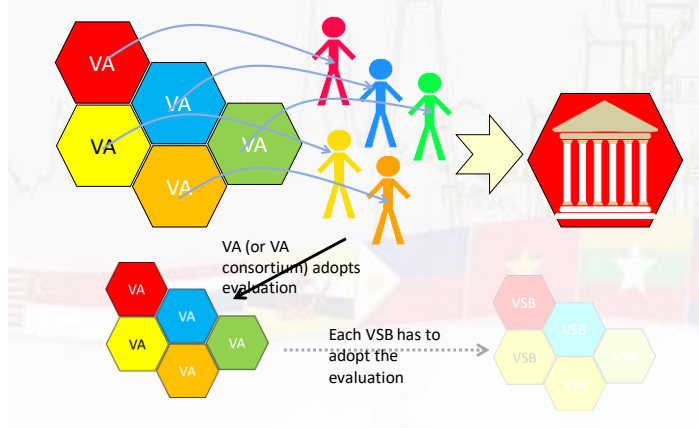


Other models

VEEs do evaluations on each other:
EAEVE model



VA (or a panel of VAs) does evaluations
on each other: AVMA model



Why does the AVBC model work?

Why does the AVBC model work?

- Good-will and trust between the VSBs
- AVBC provides functions that are beyond the abilities of any individual VBS
- Clear separation between the evaluation process (AVBC) and the decision process (VSB)
- No impact on sovereignty of state/national VSBs
- No need to change national legislation to allow delegation of evaluation processes to AVBC

Could this model work in ASEAN?

