Workshop on the Accreditation of Veterinary Schools in Thailand:

"Fit-for-Purpose" Accreditation Standards

3-4 October 2019, Nonthaburi, Thailand

Conclusions and Recommendations

The Participants of the Workshop on the Accreditation of Veterinary Schools in Thailand: "Fit-for-Purpose" Accreditation Standards

Noted that:

1. The veterinary statutory body (VSB) plays a pivotal role in the definition of minimum standards of veterinary education, according to the OIE standards on VSB.

2. The standards of accreditation system of a VSB on Veterinary Education Establishments (VEEs) will enhance the competencies of graduating veterinarians as required to work for the national Veterinary Services (VS) both in the public and private sectors.

3. The OIE Day 1 Competencies represents a key tool to be used by a VSB in the accreditation of a VEE.

4. The standards of VEE accreditation should be developed based on the assessment of inputs, curriculum, quality assurance, outcomes as well as measuring the competencies of veterinary students.

5. While the accreditation standards of the Australasian Veterinary Boards Council Inc. (AVBC) for VEEs comprise twelve major components (Organisation, Finance, Facilities and equipment, Animal resources and Clinical skill development, Information resources, Student and learning support, Admission and progression, Academic and support staff, Curriculum, Assessment, Continuing and higher education and Research, Outcomes), the standards of the Veterinary Council of Thailand (VCT) consist of ten components (University qualification, Instructors and

supporting staff, Student admission system, Curriculum, Pre-veterinary course management, Pre-clinical course management, Clinical course management, Infrastructure, Library and information technology, Quality assurance in education).

6. The VEE accreditation system (standards and processes) of the AVBC can be applied to complement the existing one of the VCT.

7. The role of the VCT in evaluating and accrediting VEEs is not stipulated in the new Higher Education Act, 2019.

Recommendations:

1. The VCT to strengthen collaboration with VEEs, VS, Veterinary Authority and other relevant stakeholders through regular consultations and dialogues to ensure the accredited curriculum meets the needs of the public.

2. The VCT should have a good connection to the decision makers/influencers to encourage them in determining the size and capabilities of the veterinary workforce required for delivering the activities of public good.

3. The VCT to have good communications with VEEs around the accreditation process.

4. The VCT to include the standards on finance, clinical and animal resources, student support, assessment, and research in the accreditation of VEEs.

5. The VCT should take into account the scope of curriculum accreditation to include courses relevant to local interest/need and the models of clinical teaching (including the veterinary teaching hospital).

6. The VCT to re-evaluate the pre-requisites for opening a new veterinary program/school during its revision of accreditation standards.

7. The VCT to facilitate collaboration between VEEs to share resources, particularly those in scarce areas of clinical expertise.

8. The VCT should develop accreditation mechanisms that place the onus on VEEs to demonstrate that their educational programs meet the expectations of the VCT, particularly with respect to the competencies of graduates at the completion of their primary veterinary degree.

9. The VCT to consider adding the Objective Structured Clinical Examination (OSCE) to the National Qualification Examination (NQE), where required to demonstrate that graduates have attained the Day 1 Competencies of the OIE and the VCT. The VCT to consider the cost-benefit relationship of a universal versus targeted OSCE for veterinary graduates.

10. The top five priorities for the VCT to improve its accreditation standards and processes are:

    10.1 rewriting the existing standards or develop the new one to fill the gaps identified;

    10.2 reviewing the processes and procedures for accreditation;

    10.3 developing rubric to be used as accreditation scoring tools;

    10.4 training future site team members;

    10.5 processing for ongoing input and improvement to accreditation standards from stakeholders as well as developing annual report format on maintenance of the VEE quality.

11. The VCT to determine whether the tool developed by the University of Gondar (Ethiopia) and the Ohio State University (USA) OIE VEE twinning program would be of value in the evaluation of VEEs by the VCT, or for VEEs to use to demonstrate the extent to which their programs meet OIE Day 1 Competencies

12. The Higher Education Authority (HEA) and the VCT should complement each other on the accreditation of VEEs. Specifically, the spheres of competence of the VCT and HEA should be defined in relation to the evaluation/accreditation of VEEs