

The 1st OIE Sub-Regional Virtual Workshop on Veterinary Education Establishment (VEE) Accreditation

27th August, 1st September, and 6th September 2021

Conclusions and Recommendations

The Participants of the 1st OIE Sub-Regional Virtual Workshop on VEE Accreditation

Noted that:

1. High quality veterinary education and strengthened veterinary statutory body (VSB) are major pillars of the good governance and quality of national Veterinary Services (VS).
2. The OIE standards on VSB indicate that the VSB should have authority to regulate minimum initial and continuous educational requirements and competencies of veterinarians.
3. The OIE Recommendations on the Competencies of Graduating Veterinarians and Guidelines on Veterinary Education Core Curriculum represent minimum requirements to graduate proficient veterinarians.
4. Accreditation of VEEs is to ensure that veterinary graduates have reached a minimum specified level of competence to perform the entry-level tasks of the national VS which will provide confidence to the national public and global community.
5. Accreditation of VEEs ensures that VEEs meet local/regional/global standards of education and VEEs have continuous development of the educational standards.
6. Accreditation of VEE can be based on inputs, process, outputs and quality assurance.
7. Under the OIE VSB Twinning Project between the Australasian Veterinary Boards Council Inc. (AVBC) and the Veterinary Council of Thailand (VCT), the VEE accreditation standards of the VCT had been revised to include standards on: (1) Organisation; (2) Finance; (3)

Student admission; (4) Learning resources and student support; (5) Curriculum; (6) Assessment and progression; (7) Teaching facilities; (8) Animal resources; (9) Teaching and support staff; (10) Research, higher and continuing education; and (11) Outcomes.

8. The ASEAN VSB Network (AVSBN) Virtual Workshop on VEE Accreditation Standards held in December, 2020 provided recommendations that: (1) ASEAN VEE accreditation standards should be developed; (2) the new VCT accreditation standards for VEEs in Thailand could be considered as a model for VEE accreditation in other AMS; and (3) the OIE Day One Competencies should be considered as a minimum standard for Pan-ASEAN VEE accreditation.
9. The AVSBN could be considered as pan-ASEAN VEE accreditation advisory body to evaluate on behalf of national VSBs (1) accreditation of national VEEs; (2) specialist registration; and (3) qualifying examinations for foreign graduates.
10. The AID-1C (Assessment and Implementation of OIE Day 1 Competencies) model developed under the OIE VEE Twinning Programme between the Ohio State University (OSU), USA and the University of Gondar (UoG), Ethiopia is composed of six processes to evaluate and harmonise the veterinary curriculum to the OIE Day One Competencies. The OSU/UoG Evaluation Tool (paper-based and digital version) is designed for VEEs to self-evaluate the level of proficiency of their recent veterinary graduates regarding the OIE Day One Competencies. The tool will help identify the potential gaps in the veterinary curriculum.
11. The OSU offers “Hub” model to the selected VEE to facilitate the curriculum assessment using AID-1C process by providing in-person trainings and workshops.
12. The processes of VEE accreditation are generally composed of seven stages: (1) Initial contact; (2) Initial documentation; (3) Site visit; (4) Oral report; (5) Formal report; (6) Review of site team report; and (7) Final decision.
13. The Day 1 Platform for Veterinary Education Project developed by the OIE Collaborating Centre on Day-One Veterinary Competencies and Continuing Education (Center for Food Security and Public Health, Iowa

State University) offers the educational resources and teaching tool for use by VEEs around the world to fill gaps in veterinary curriculum.

14. Application of progressive accreditation standards could be a means to strengthen veterinary education of VEEs which have different levels of advancement e.g. Level 1: OIE Day One Competencies; Level 2: Developing VEE; Level 3: Recognised VEE; and Level 4: Established VEE.
15. Global trend in veterinary accreditation includes the mutual recognition between VEE accreditation bodies on their systems of accreditation, and direct visitation of VEEs as the basis of recognising veterinary qualifications for the purpose of registration. It is the foundation for inter-regional mobility.
16. The World Veterinary Association (WVA) has conducted a survey of VEEs about current practices for developing, updating and reviewing veterinary curricula.
17. The WVA in collaboration with the Council on International Veterinary Medical Education (CIVME) is developing a self-assessment tool for VEEs to use in regions or countries without formal accreditation systems. The revised VEE accreditation standards of the VCT have been used as the basis for the assessment tool.

Recommendations:

1. The national VSB/VSB equivalent authority should be involved in the domestic VEE accreditation.
2. The VEEs and VSBs/VSB equivalent authorities in ASEAN should adopt the OIE Day One Competencies as the minimum standard of veterinary education.
3. The OIE Day One Competencies should be used as the minimum criteria for ASEAN VEE accreditation.
4. VEEs should use the OSU/UoG Evaluation Tool to conduct a self-evaluation of the level of proficiency of their veterinary graduates on the OIE Day One Competencies.

5. VEE accreditation should be used to provide objective criteria for intra-ASEAN mobility of veterinarians.
6. The ASEAN VEE accreditation standards should be established using the revised VCT standards on VEE accreditation comprising eleven standards as the model. Some modifications may be required given that the minimum requirements and national needs are taken into account.
7. The ASEAN Day One Competencies should be developed to complement the OIE Day One Competencies to provide robust curriculum and competencies, and be the basis for the regional mobility of veterinarians.
8. To prepare for the implementation of the ASEAN VEE accreditation standards to be established, harmonization of the relevant domestic law and regulations should be considered.
9. The progressive accreditation standards should also be established to help VEEs to advance from one step to another.
10. The AVSBN should be the platform for the ASEAN VEE accreditation body with the technical support from the AVBC, OIE, ASEAN Secretariat, etc.
11. An *Ad Hoc* Group comprising the VEE and VSB representatives should be set up to draft the details of the ASEAN VEE accreditation standards and the role and responsibility of the ASEAN VEE accreditation body.
12. All ASEAN VEEs should participate in the WVA survey about current practices for developing, updating and reviewing curricula so that the baseline data on the veterinary programme in ASEAN would be evaluated and used for further activities in strengthening the programme.

Acknowledgments

13. Participants would like to thank the OIE Sub-Regional Representation for South-East Asia (OIE SRR-SEA), through the Australia-OIE One Health Partnership Project funded by the Australian government, for organising this virtual workshop.

14. Participants would like to thank the representatives of Australasian Veterinary Boards Council Inc. (AVBC), South-East Asia Veterinary School Association (SEAVSA), ASEAN Veterinary Statutory Body Network (AVSBN), Veterinary Council of Thailand (VCT), Ohio State University (OSU), Center for Food Security and Public Health (CFSPH) and Chulalongkorn University (CU) for their excellent presentations.

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