



Accreditation?



Inputs - curriculum - quality assurance - outcomes

Sharanne Raidal

Sharanne is 'laid aside' 😞
so I'm giving her presentation



Education as a process



Education as a process



The diagram illustrates the process of education as a flow from inputs to outcomes. A large orange rectangle in the center represents 'The veterinary degree program'. A blue arrow on the left points into this rectangle, labeled 'Inputs'. An orange arrow on the right points out of the rectangle, labeled 'Outcomes'. The background is a blurred image of a university building.

Inputs

***The veterinary degree
program***

Outcomes

Accreditation can look at:



Or, we can think of it as a Quality Assurance process

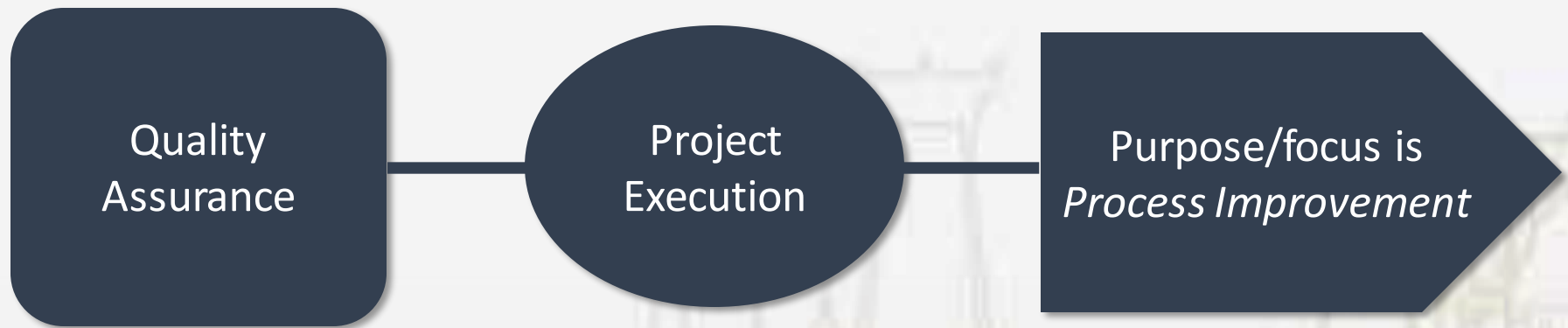


Quality Assurance

- preventing defects in manufactured products

Quality Control

- identifying defects and rejecting defective products

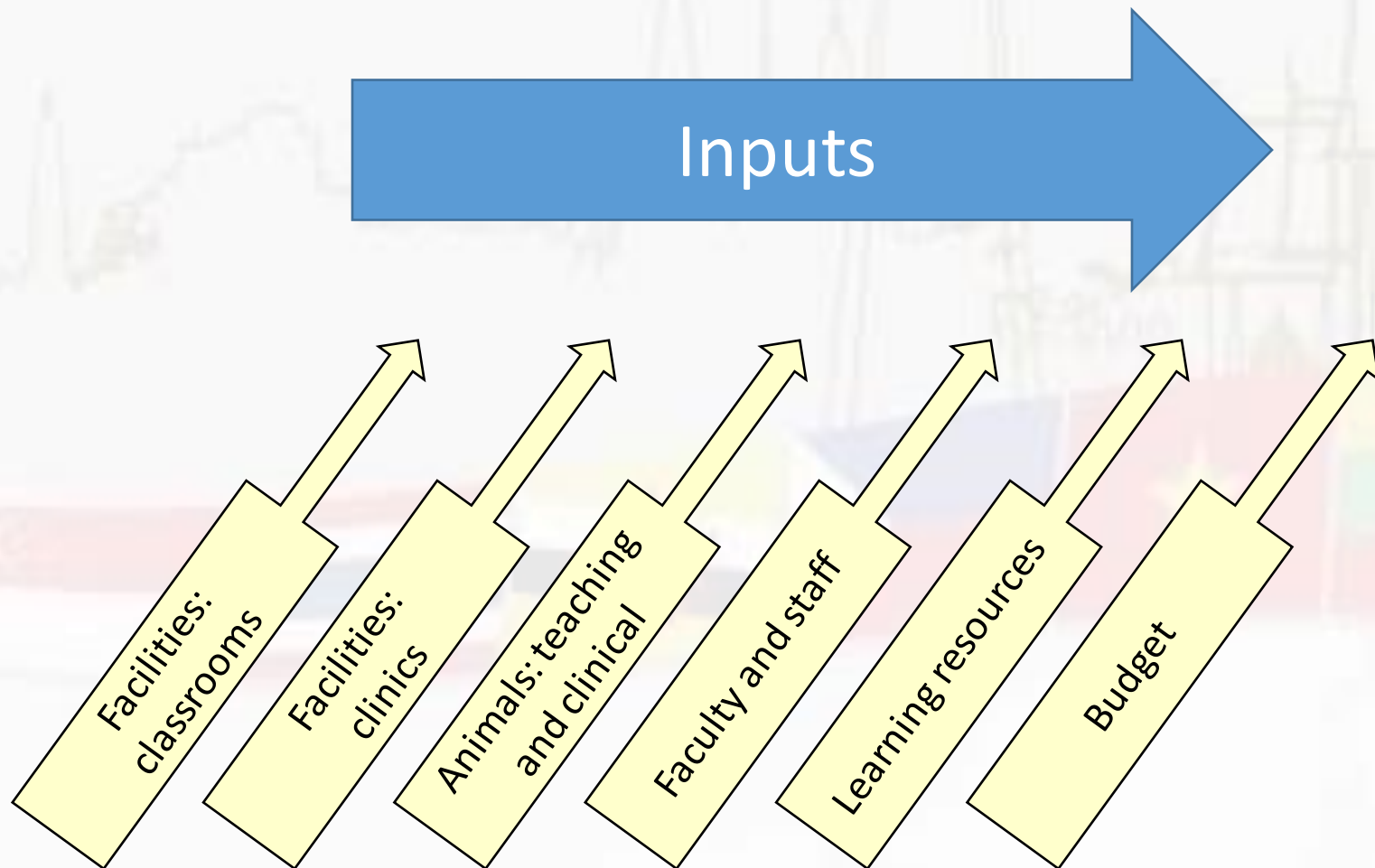




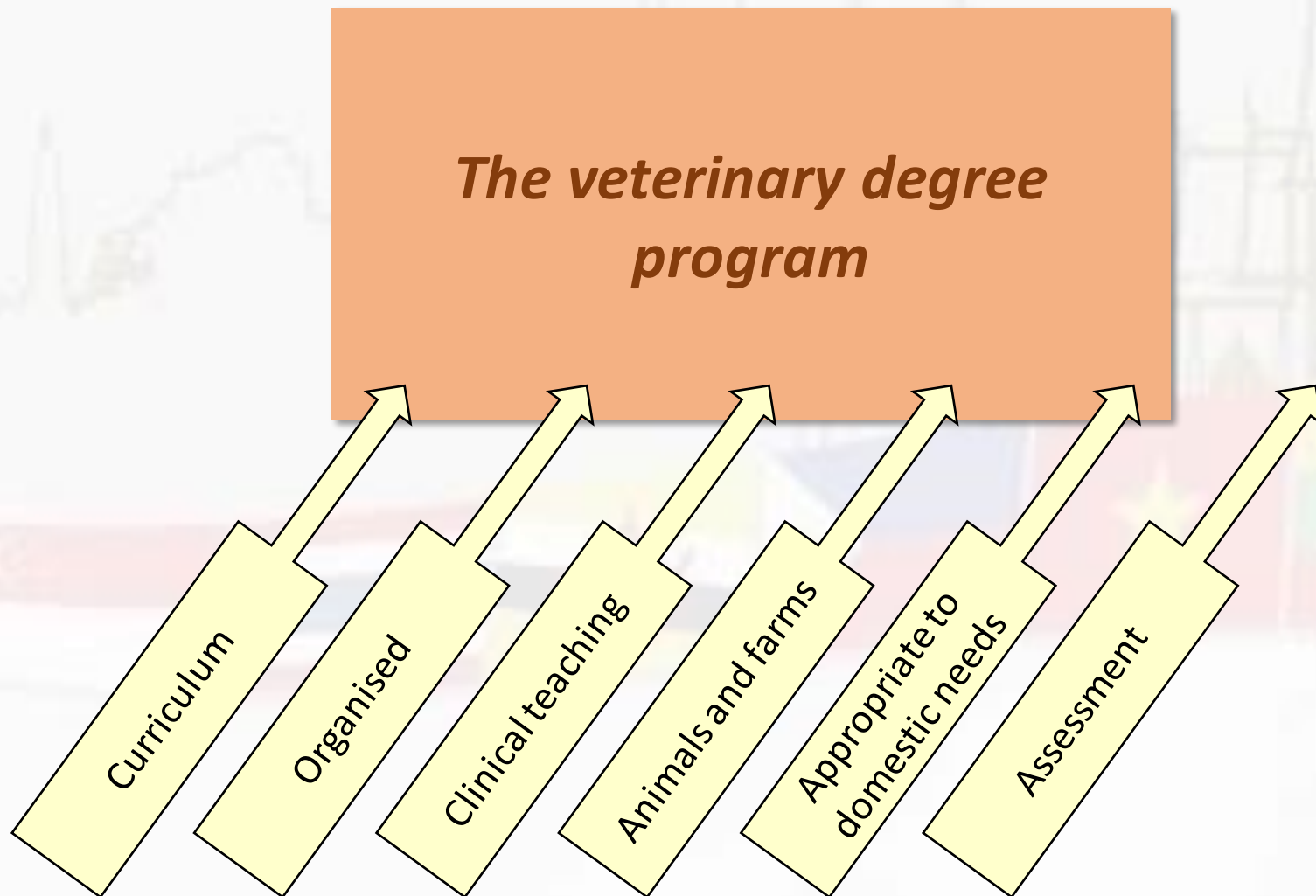
Accreditation can look at...



Accreditation can look at:



Accreditation can look at:



Accreditation can look at:



Outcomes

Employable?
Competent?
Confident?
Career longevity?

Research?

National Veterinary Services?

Public good?

Accreditation can look directly at:

Quality
Assurance

Quality
Control

Does the VEE have processes for Quality Assurance of its veterinary program?

Does the VEE have processes for Quality Control of its veterinary program?

Accreditation as a QA process

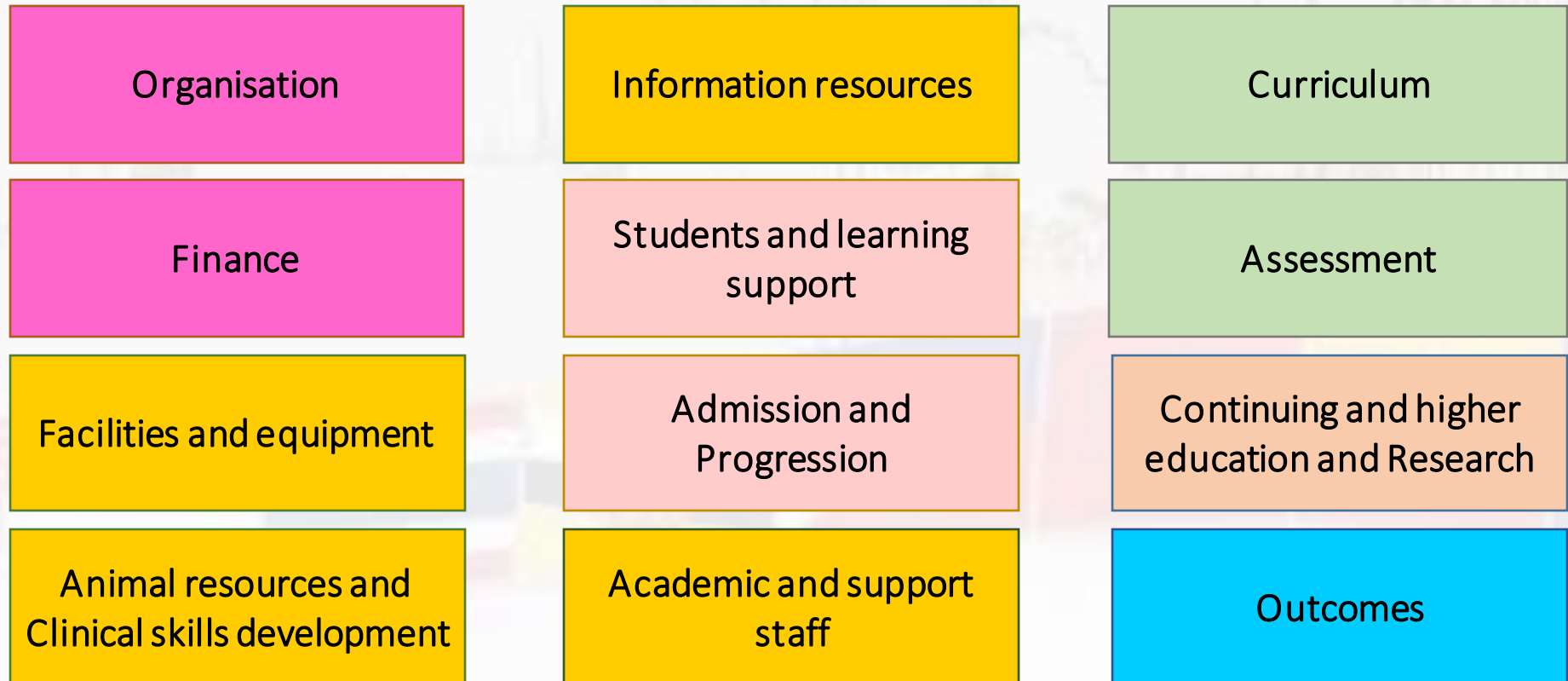
BENEFITS

- Meet external demands for demonstrating quality, quality assurance and quality enhancement
- Alignment with program's aims, objectives and intended outcomes
- Identify needs and resources
- Understand and refine (improve) the processes
- Formulate, clarify and articulate mission, vision, goals, objectives
- Conduct systematic inquiry into the nature and impact of the work of all staff
- Enhance the reputation of the faculty/department/school/university
- Cultivate and conduct evidence-based decision-making and leadership
- Develop collaborative and collegial practices and improve morale
- Understand the vet program's distinctive strengths, accomplishments, needs, and future plans
- Identify areas of common interest within the university, link to resources, align with strategic plans



Accreditation, Standards and QA

Most Accreditation bodies have “standards” which incorporate all four of these aspects



Inputs

Organisation

Finance

Continuing and higher
education and Research

Facilities and equipment

Animal resources and
Clinical skills development

Information resources

Academic and support
staff

Process

Curriculum

Assessment

Students and learning
support

Admission and
Progression

~~Animal resources and~~
Clinical skills development

Outcomes

Outcomes

Assessment

How rigorously is QA
from the “outcomes”
applied to the Inputs
and process?

To ensure “quality”
and to identify areas
where improvement
is needed

Standard	OIE	VCT	AVBC	RCVS	AVMA	EAEVE
Organisation		✓	✓	✓	✓	✓
Finance		✓	✓	✓	✓	✓
Students, student support		✓	✓	✓	✓	✓
Entry / admissions		✓	✓	✓	✓	✓
Facilities & equipment		✓	✓	✓	✓	✓
Animal resources, clinics		✓	✓	✓	✓	✓
Learning / info resources		✓	✓	✓	✓	✓
Staff		✓	✓	✓	✓	✓
Curriculum – basic sciences	✓	✓	✓	✓	✓	✓
Curriculum – food animal, vet pub health, epidemiology	✓	✓	✓	✓	✓	✓
Curriculum – clinical sciences		✓	✓	✓	✓	✓
Assessment, student progression		✓	✓	✓	✓	✓
Research, CE & higher degrees			✓	✓	✓	✓
QA & outcomes		✓	✓	✓	✓	



Outcomes statements and Day 1 competencies

Program outcomes statements

- e.g. course (program) mission statement:

The U of XX BVetSci will equip students with the knowledge and skills to work successfully in diverse professional roles, with an emphasis on animal and public health, rural and regional communities, animal production, welfare and research. Graduates will be recognised as adaptable and highly employable, with well-developed practical and interpersonal skills, proficiency in problem solving and critical thinking, and a commitment to life-long learning and professional development.

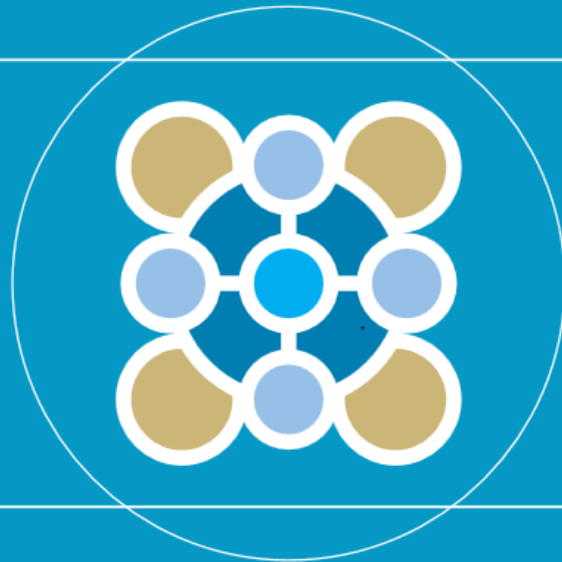


VSB statements of “Day 1” competencies

The Royal College of Veterinary Surgeons

Day One Competences

Edition Published 2020



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Recognise suspicious signs of possible notifiable, reportable and zoonotic diseases and take appropriate action, including notifying the relevant authorities.

This applies to all areas of veterinary practice. All veterinary surgeons must maintain high standards of biosecurity at all times in order to minimise the risk of contamination, cross-infection and accumulation of pathogens in the veterinary premises and in the field. It involves identifying the clinical signs, clinical course and transmission potential (including vectors) of pathogens associated with common zoonotic-, food-borne-, and transboundary animal diseases.

Recognise suspicious signs of possible notifiable, reportable and zoonotic diseases and take appropriate action, including notifying the relevant authorities.

This applies to all areas of veterinary practice. All veterinary surgeons must maintain high standards of biosecurity at all times in order to minimise the risk of contamination, cross-infection and accumulation of pathogens in the veterinary premises and in the field. It involves identifying the clinical signs, clinical course and transmission potential (including vectors) of pathogens associated with common zoonotic-, food-borne-, and secondary animal diseases.



- Identify differential diagnoses
- Collect and transport samples
- Use of PPE
- Knowledge of disease transmission
- Knowledge of disease prevention
- Work as part of a team
- Communicate with stakeholders

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Recognise suspicious signs of possible notifiable, reportable and zoonotic diseases and take appropriate action, including notifying the relevant authorities.

Theoretical
instruction

Practical
instruction

Field experience

Authentic
assessment

- Identify differential diagnoses
- Collect and transport samples
- Use of PPE
- Knowledge of disease transmission
- Knowledge of disease prevention
- Work as part of a team
- Communicate with stakeholders

Can graduates do it unassisted?
Do they need their hands held?
Can they accurately interpret results?

OIE statements of 'Day 1' competencies



1. Epidemiology

The Day 1 veterinary graduate is able to:

- *know and understand the general principles of descriptive epidemiology, its application to disease control and the ability to assess and use appropriate information sources;*
- *understand and participate appropriately in an epidemiological inquiry in case of occurrence of a reportable disease, including collection, handling, and transport of appropriate specimens or samples.*

OIE statements of “Day 1” competencies

Evaluation of OIE Day 1 Competencies Session 1: Epidemiology and Food Hygiene

*How measured or
assessed?*

Day 1 Competency: 2.1 Epidemiology

a.) General Principles of Descriptive Epidemiology

- Measuring Disease

- Measuring Occurrence

Is the average Day 1 DVM graduate able to:	Not in Curriculum	Highly Competent	Moderately Competent	Insufficiently Competent	Not Competent	Not Sure	Comments
Measure and describe disease? (i.e. calculate morbidity and mortality rates, attack rates, etc.)							
Calculate and describe disease occurrence? (i.e. incidence and prevalence)							
Describe the difference between the various temporal and spatial distributions of disease? (i.e. endemic, sporadic, and epidemic)							

OIE statements of “Day 1” competencies

Evaluation of OIE Day 1 Competencies Session 1: Epidemiology and Food Hygiene

Day 1 Competency: 2.1 Epidemiology

a.) General Principles of Descriptive Epidemiology

- Measuring Disease

- Measuring Occurrence

Is the average Day 1 DVM graduate	Not competent	Competent	Highly competent	Efficiently competent
Theoretical instruction				
Measure and describe disease? (i.e. calculate morbidity and mortality rates, at				
Calculate and describe disease occurrence (i.e. incidence and prevalence)				
Describe the difference between the various temporal and spatial distributions of disease (i.e. endemic, sporadic, and epidemic)				
Practical instruction				
Field experience				
Authentic assessment				

- Recognise the disease
- Recognise morbidity and mortality
- Collect appropriate field data
- Perform the calculations
- Knowledge of disease transmission
- Knowledge of disease prevention
- Communicate with stakeholders

Can graduates do it unassisted?
Do they need their hands held?
Can they accurately interpret results?

Day 1 Competency statements

- Relevant to 'global' and 'local' expectations of vets
- Rigorously mapped against standards – most competencies contain elements of most standards
- Rigorously assessed: 'shows how' - direct observation of the student doing the task
- Auditing teaching and assessment of D1C's underpins accreditation of VEE programs
- Determining the presence of QA activities related to D1C's, evidence of change in response



Conclusions



Accreditation

- Can meaningfully assess input, outcomes and educational processes (curriculum)
- Sources of evidence might be quantitative and/or qualitative
- Inputs, curriculum and outcomes should be assessed relative to a clear **statement of purpose**
- Accreditation processes can accommodate diverse programmes
- Can be based on single common or tiered standards
- A quality assurance approach encompasses all elements (inputs, processes and outcomes), and is likely to facilitate collaboration and continuous improvement