

WORLD VETERINARY ASSOCIATION

EDUCATION POLICIES

MAY 1998

(Document prepared by the Committee on Education)

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Introduction

The World Veterinary Association is a nonpolitical, nonreligious and nonprofit-making association. It is committed to unifying the veterinary profession world-wide. The Association is dedicated to setting standards at the highest level possible for education, ethics, and excellence in performance of all aspects of the veterinary profession. The action of the association is presently implemented by four committees: "Education and Development", "Animal Welfare and Animal Health", "Public Health" and finally "Veterinary support during Disasters and Emergencies".

The following pages describe successively the objectives of the Education Committee of the World Veterinary Association; the Minimum Requirements in Veterinary Education adopted by the Association and the implementation Programme selected; the Continuing Veterinary Education Policy recommended; and two models of international certification programmes presently used in the world. The last pages (annex 1) propose an outline of a self-evaluation report.

It is now a truism to mention that we must develop our profession in a global perspective. This development starts with education.

* * *

Editorial Note

The term "College of Veterinary Medicine" or simply "College" is used throughout this document to indicate any educational unit offering education and training leading to a professional degree in veterinary medicine. The designations "College of Veterinary Medicine", "Veterinary College", "School of Veterinary Medicine", and "Faculty of Veterinary Medicine" are understood to be included wherever the term "College" is used.

THE EDUCATION COMMITTEE

In 1993, the objectives of the committee were described as follows:

1. To set up a world-wide accreditation system to establish accreditation on a regional basis.
2. To identify basic requirements for setting up a Veterinary School to obtain WVA approval.
3. To identify areas in which veterinary involvement could be introduced or improved.
4. To explore possibilities of distance learning and to make recommendations for post-graduate education and professional development.
5. To suggest to the WVA ways and means by which these tasks could be implemented.

The first task the Committee undertook was to address the first two goals proposed, considering their importance.

Today's tendencies indicate that the main traditional concerns of our profession: large and small animal medicine and animal health, will remain but change in depth and will not be sufficient to fill the needs of society. The liberalization of trade practices, privatization, the emergence of para-veterinarians, progresses in new technologies, particularly in bio-technologies and communications, the fading of inter-professional boundaries, the present philosophical attitudes and the prevailing needs of our societies, all lead us to believe that:

1. The need for veterinary services will increase in response to the expectations of society, although the nature of the services required will change. The services will have to be more in depth; brain work will be more valued than technical skills, which will be offered, as well but at lower cost, by well-trained technicians or para-veterinarians.
2. The veterinary profession will have to be able to offer more diversified types of practices and skills through various veterinarians "tracked" and/or "specialized" in different areas of practice.
3. The veterinary profession will be more and more in competition with other professionals, equally well prepared.
4. The veterinarian will more and more depend on this own initiative. Entrepreneurial aptitudes will be essential requirements, even in activities which, in parts of the world, were traditionally considered as government's

responsibilities.

5. Veterinary services will have to be of the highest quality everywhere, although adapted to local conditions.
6. The veterinarian will more and more depend on a vast amount of knowledge as well as on a sophisticated technology. The proper tools and skills to fulfill his mission will have to be available, including communications.
7. The importance of research, basic and applied (biotechnologies), will increase.

In order to comply with these societal expectations, veterinary medicine will everywhere depend on a sound education and training. Education will have to be at the same high level in every country of the world although adapted to local requirements and conditions. Educational institutions will especially have to provide a strong and broad base in fundamental sciences as well as in information retrieval and exchange. The XXIst century veterinary profession will have to be better trained, more diversified, more specialized and more enterprising.

MINIMUM REQUIREMENTS IN VETERINARY EDUCATION

The wide variety of educational standards in the world makes the establishment of minimum requirements for veterinary education both imperative and very difficult.

Objectives of such requirements are to provide for the training of skilled individuals for work in their part of the world. These requirements should not be used to classify veterinary teaching institutions on a hierarchic scale. Their sole purpose is to ensure a minimum level of training for veterinarians throughout the world. Obviously, it may take a relatively long period of time in some areas for the authorities to comply with them. In some instances, the merging of institutions now in existence may be unavoidable on either a national or a regional basis. These minimum requirements are not intended to replace the requirements now accepted in the scientifically and technically more advanced parts of the world.

A veterinary education institution must be of university level and must meet the standards specified by the World Veterinary Association (WVA) in its accreditation system. The veterinary curriculum must be under the immediate and sole direction of a veterinarian. This does not exclude non-veterinarians from teaching. The institution must be adequately financed, housed, equipped, and staffed.

The duration of the veterinary curriculum must be of at least four years, not including a minimum of one year of pre-veterinary training at the university level. In each of the four years a minimum of eight months of instruction is required.

The veterinary curriculum must cover subjects in depth and provide an appropriate understanding of the following subject matters in relation to the various animal species

and animal production systems of importance in the area:

Basic disciplines; macroscopic and microscopic anatomy; physiology (mammalian and avian); biochemistry; pharmacology; parasitology; microbiology; pathology; theriogenology; diagnosis, treatment and prevention of diseases; medicine; radiology; surgery; veterinary economics; animal husbandry and production (genetics); botany; cell biology; environment; professional ethics; animal welfare; population veterinary medicine; laboratory animal medicine; immunology, epidemiology, public health (meat inspection and food hygiene).

Appropriate library and audio-visual facilities as well as sufficient clinical, laboratory and practical training must be provided.

Students must be properly supervised and evaluated throughout the course of their studies.

The veterinary education institution must be able to demonstrate that research activities are performed on its premises, contributing to the acquisition of knowledge, both at the applied and fundamental levels.

Continuing education: The veterinary education institution must be able to assist practising veterinarians, in their part of the country, regardless of the veterinarian's position, to cope with rapidly changing professional demands.

Veterinary education institutions fulfilling the above requirements should be certified by an internationally organized body i.e., the World Veterinary Association.

IMPLEMENTATION: SCHOOL CERTIFICATION PROGRAMME

The implementation of these requirements and the establishment of a "School Certification Program" was adopted after a world's veterinary deans meeting in Yokohama, September 1995.

As an organisation the WVA has no coercive power; neither does it have the money to invest in order to improve significantly the quality of veterinary education where and if needed. However, as an international organization, the WVA has a moral power.

It is using this moral power, that the WVA wants to implement a School Certification Programme. **The WVA recommends the establishment of regional international certification bodies, promoted and recognized by the WVA, and responsible for college assessment in their part of the world. The implementation of the certification programme will be in the hands of these regional bodies. The Certification Programme should include a self-evaluation by the school or college.**

The final recognition of the certified status of the School or College will be granted by the Committee on Education and proclaimed by the WVA Presidents Assembly or General Assembly. The future editions of the "World Directory of Veterinary Teaching Centres"

will list the institutions which are certified or were submitted to an evaluation.

Despite its difficulties, the regional approach remains the most appropriate. Veterinary authorities should be aware that the main difficulties lie in the lack of scientific, technical and financial resources; high number of institutions; local pride; diversity of cultures and languages; and, in most cases; optional characteristics of the system.

A proposed self-evaluation questionnaire is proposed in the present document (Annex 1)

CONTINUING VETERINARY EDUCATION POLICY

The World Veterinary Association General Assembly adapted the following Continuing Education Policy:

Considering that the amount of scientific knowledge is doubled every five or six years;

Considering that the veterinary profession is presently submitted to strong changing pressures and must adapt itself by taking new orientation;

Considering that there are different philosophical approaches on the ways and means necessary to take in order to make continuing education available or even compulsory;

Considering that personal initiative remains most important in this matter.

The Committee on Education recommends that the responsible authorities in the various countries make use of all available means to assure that each member of the profession has access to quality, up-to-date continuing education and that they make use of it regularly. The Committee also recommends that these authorities establish the necessary accreditation programmes. Several models of such programmes already exist in different countries.

MODELS OF INTERNATIONAL CERTIFICATION PROGRAMMES PRESENTLY USED.

Two different models of international certification programmes presently used will be described here. Essentially, the first one is focussed on Europe; the second one is concerned with North America.

EUROPE

EVALUATION OF THE EUROPEAN VETERINARY SCHOOLS

By the end of 1999, all veterinary faculties and schools in the European Union (some 50 establishments), as well as several schools from other countries in Europe, will, within less than a decade, have been evaluated under a permanent system approved by the European Commission in 1991.

DEVELOPMENT OF THE EVALUATION SYSTEM

In 1978, the Council of the European Economic Community (EEC), set up the Advisory Committee on Veterinary Training (ACVT), which was created to provide the Commission and the Member States with opinions and recommendations on veterinary training with respect to the provisions of Council directive 78/1026/EEC on the mutual recognition of diplomas.

The work on basic veterinary training began with studies to gather and collate information on the teaching programmes followed by each school. This enabled an overall assessment of the diversity of arrangements, irrespective of the criterion studied; the total number of teaching hours, number of lectures, number of hours spent in the clinics, the ratio of practical/theoretical work, the number of teaching hours per subject, the ratio of students to staff, etc.

A report adopted in 1985 acknowledged and described this diversity and suggested that a 3-year pilot study should be undertaken to assess the feasibility of an evaluation system for the veterinary schools and to refine the operation of such a system.

The method chosen for the pilot study was based on that already in use in various countries, such as the U.K. and North America, in some cases for a considerable period of time. It comprises self-evaluation leading to a self-evaluation report compiled in one of the two official languages (English or French), complemented by the visit of a team of experts, and ends with the adoption of an evaluation report. This details the improvements that need to be made; the implementation of these recommendations is subject to follow-up. This method has been structured in such a way as to give as much information as possible both to the school, in order to prepare the self-evaluation report,

and to the experts who carry out the evaluation.

As well as a general document, outlining the system, the following documents were provided :

- a guide to preparing the self-evaluation report, for use by the management of the establishment to be visited
- a questionnaire to collect facts and figures on the establishment to be visited
- a guide on how visits are organised, for the use of the administration of the establishment to be visited;
- a guide for the experts participating in the visit.

Participation in the pilot-study was voluntary. It was decided that one school in each country should be evaluated.

Implementation of the scheme started in 1985, with the evaluation of the Veterinary Faculty of Utrecht by the AVMA. Ten veterinary faculties or schools were evaluated between 1986 and 1989 (i.e. one per EEC country except for Luxembourg, which has no veterinary school, and the Netherlands, whose veterinary faculty had just been visited under the North American system). The faculties visited were; Cambridge (3/86), Cureghem/Liège (10/86), Hannover (6/87), Copenhagen (10/87), Dublin (3/88), Alfort (11/88), Milan (12/88), Lyon (05/89), Thessaloniki (10/89) and Lisbon (11/89).

The main aim of the pilot study was to establish the methodology. The outcome was discussed and used as the basis for a report, unanimously adopted by the ACVT on 21 February 1990, which recommended the assessment of all the veterinary schools in the European Community through a permanent evaluation system.

THE OPERATION OF THE EVALUATION SYSTEM

The permanent system of evaluation has been in operation since 1991. The actual visits only started in 1992, since it is necessary to allow approximately a year for preparation between deciding on a visit and the evaluation itself.

The system operates on a voluntary basis, with establishments either applying for or accepting a visit if asked. No action is taken against establishments that do not accept a visit. Moreover, some have cancelled an arranged visit (temporarily?) for various reasons, such as the cost of evaluation, delays in building or refurbishment projects, etc.

The establishment being visited has to prepare a self-evaluation report in English or French. For countries whose mother tongue is neither of these, this usually entails the translation of a report submitted in their own language. This report must be available to

the visiting experts at least two months before the date of the visit.

The group of visiting experts is selected by the ACVT, and comprises four people, one covering each of the four main subject areas; basic sciences, clinical sciences, animal production, and food hygiene.

The experts are drawn from countries other than that of the establishment being evaluated. Moreover, the choice of experts for each yearly programme should show a balance between the participating countries. Other criteria are also taken into account in selecting expert visitors; they should be current or past members of the ACVT, or experts nominated by members of the ACVT, and they should speak the official language of the visit (French or English). Whenever possible, they should also have some understanding, even if it limited, of the language of the country being visited, as experience has shown that some of the people met during an evaluation (particularly non-teaching staff) do not speak the official language of the visit. If it is at all possible, there should also be a practising veterinarian and a representative of a national competent authority amongst the four experts. The team should not be made up solely of experts undertaking their first evaluation (at least two members should have taken part in an earlier visit), and, above all, the chairman of the visiting team must have previous experience as a visiting expert. It can readily be seen that it is sometimes quite difficult to fulfil this complex set of conditions when assembling a team.

The chairman of the visiting group allocates the tasks to its members, with each expert having particular responsibility for part of the self-evaluation report, notably that which corresponds to his or her own field of competence. Each expert has to prepare a report on the area of the self-evaluation report that they are covering.

The visit has to be carefully prepared by the head of the establishment being visited, and should follow the guidelines set out in the relevant documentation (interviews arranged in a logical sequence, programme arranged to avoid wasting time, which is always too short...) The visit lasts three to four days. During the "final interview", the visiting team must give the head of the establishment and his closest colleagues the main points of its conclusions and recommendations.

The expert visitors must then work together to complete the evaluation report as soon as possible. This is then sent to head of the establishment, who checks it for factual errors, and then submitted to the ACVT for discussion and adoption during a meeting to which the head of the school visited is invited.

The most important parts of the report are the conclusions and the summary of the suggestions. This summary must distinguish clearly between two categories of suggested improvements :

Weaknesses (and corresponding suggestions for improvement) which if not corrected would prevent the training being considered compatible with the directive (78/1027/EEC) which sets out the minimum standards of training acceptable for the mutual recognition of diplomas;

Improvements which the ACVT would like to see made, but which, if not implemented, would not effect the recognition of the diploma awarded by the establishment visited.

Once adopted by the ACVT, the report is sent by the Commission to the establishment itself and to the national competent authority concerned with veterinary training. The distribution of the report is the exclusive right of the head of the school and the national competent authority, and the Commission can only encourage the wide circulation of these evaluation reports.

The school visited and the competent authorities are requested to reply with their comments on the report as quickly as possible.

In the longer term, which is to say two to three years after receiving the report, the Commission asks the head of the school and the competent authorities what action has been taken following the evaluation, in particular as regards the first category of suggestions.

Where the establishment visited has not implemented these suggestions within three years of receiving the report, the Commission initiates a multi-step procedure, which can eventually lead to the suspension of the recognition of the diploma awarded by the establishment, if there has still been no satisfactory response to the suggestions.

The permanent system of evaluation enabled visits to be made to the following establishments from 1992 to 1994 : Parma (05/92), Barcelona (10/92), Utrecht (10/92), Ghent (10/92), Nantes (03/93), Madrid (10/93), Giessen (11 & 12/93), Glasgow (05/94), Zaragoza (11/94), and Lyon (12/94).

Since 1994, the system of evaluation is conducted by the European Association of Establishments for Veterinary Education (EAEVE).

The subsequent visit programme has been arranged in such a way as to evaluate all the establishments in the European Union between now and the end of 1999.

A. POSITIVE FEATURES

The best proof of the value of such an evaluation system has been provided by its success within veterinary teaching establishments in European countries outside the European Union. Hungary, Norway, Switzerland, the Czech Republic, etc. have all wanted to make use of the system and have been visited.

Though improvements could doubtless be made, it can be claimed that the present method used in Europe to assess veterinary schools gives a satisfactory picture of the overall running of veterinary teaching establishments and of the quality of training it provides.

The self-evaluation report is actually the collation of work carried out by several different

groups of people; administrative staff, teachers, students, support staff, etc. Moreover, the visit allows the team to check the accuracy of information given in the self-evaluation report, to add additional information, and to meet a large number of people from different categories (those mentioned above, as well as former students) who are in a position to point out any shortcomings or defects in the establishment.

In several cases during the decade the system has been in operation, it has been shown that the prospect of a visit by a team of experts, or the evaluation report, has led to deficiencies being successfully corrected by encouraging the competent authorities to make resources available, which in some instances were long overdue.

However, it is not possible to state that the outcome is invariably so beneficial, as in other cases the competent authorities are not so responsive and, even several years after receiving the evaluation report, have not rectified major deficiencies brought to light by the evaluation.

B. PREREQUISITES FOR THE EFFICIENT RUNNING OF THE SYSTEM

At least two factors can be cited as having an important effect on the efficient running of the evaluation system.

- First and foremost there is the choice of experts. We have already seen how many different factors have to be taken into account. Amongst these, one of the most important is the competence of the visiting experts, which determines the quality of the evaluation report.
- The second factor is adherence to the procedures that have been laid down. By doing so, digressions and omissions can be avoided, and the reports, and their quality, will be rendered more uniform.

C. METHODOLOGICAL ASPECTS

As has been pointed out earlier, the system is not yet perfect, but overall provides a satisfactory standard of assessment.

As time goes by, the system continues to benefit from successive improvements, whilst avoiding any changes which would make it too complex or unmanageable.

Thus, during the last three years, the following changes have been introduced :

- An "open" interview has been introduced into the programme, which allows everybody in the school being visited access to the visiting experts and enables them to pass on information.
- The introduction of an annual follow-up of the schools visited, focussing on the main points raised.

At this time, there is a reflexion between ACVT and EAEVE to improve the actual system of evaluation.

D. DIFFICULTIES ENCOUNTERED

Two features in particular cause difficulties.

- The first is the present conditions under which the European system has to operate, in that the evaluation is voluntary. In this respect, there is a clear distinction between the European and the North American systems. In the latter, evaluation is compulsory, and leads to accreditation.

In Europe, the evaluation is by consent, and it has no effect on accreditation. The only impetus is the psychological pressure which could in the long run be exerted on the small number of establishments which remain the only ones not to have undergone an evaluation.

- The second difficulty is the financial basis. During the pilot-study and the initial phase of the permanent system, the establishments assessed had to bear the cost of preparing the self-evaluation report and the restrictions imposed by a visit, but the other costs were covered by the Commission; the expenses for the expert visitors and the administration (secretarial work, translation, etc...) in particular were covered.

In 1993, the Commission suddenly decided to withdraw its financial support, to place the administration of the evaluation system in the hands of an external body, and to leave the veterinary teaching establishments to meet the entire cost of this voluntary evaluation system.

This decision was nearly the death knell for the evaluation system. It required all the good will and enthusiasm of the European Association of Establishments for Veterinary Education (EAEVE) to take over the technical and financial running of the evaluation system, which since 1994 has worked on the basis of the establishment visited bearing all the costs involved.

This extra expense for the establishments visited increases the danger that some establishments will refuse an evaluation, and constitutes a threat to the future of the system.

Other difficulties arise due to the large number of establishments to be visited (more than all those included in the North American and Australian evaluation systems) which makes the programme of visits complicated. In addition to this, there is the range of languages, which causes unavoidable delays for translation, as well as sometimes giving rise to communication difficulties during the visits themselves.

CONCLUSION

The permanent evaluation system for the veterinary schools in Europe has proved to be effective, but has come up against various obstacles.

There has been an evolution during the last years: EAEVE is more and more involved in the system and responsible of the work done. Probably, in the future, this implication will go on to increase and that of ACVT to decrease.

NORTH AMERICA

The veterinary organizations in the United States of America and in Canada have agreed for many years on a joint certification programme. Colleges located outside of North America also have access to this programme.

The following pages reproduce, with permission, the "Essential requirements of an accredited or approved college of Veterinary Medicine" as printed in the 1997 Edition of the American Veterinary Medical Association (AVMA) Membership Directory and Resource manual (pages 204-206). This is the latest edition of the "Directory".

These Essentials for the accreditation or approval of veterinary colleges are dynamic and change based upon needs of the profession, new knowledge, changing educational delivery systems and the needs of society. To obtain the most current listing of essentials, please contact the AVMA.

ESSENTIAL REQUIREMENTS OF AN ACCREDITED OR APPROVED COLLEGE OF VETERINARY MEDICINE APPROVED BY THE AVMA HOUSE OF DELEGATES, 1995

STATEMENT OF GENERAL POLICY

1. The Council on Education will evaluate each college of veterinary medicine in the United States and Canada in terms of the degree to which it meets its own stated objectives and the established criteria for accreditation. Evaluations will be conducted at intervals not greater than seven years and at lesser intervals as stated in the paragraph entitled "Classification," when in the judgment of the Council unusual conditions require more frequent evaluation, or at the request of the college.
2. Upon request, the Council will consider evaluation of a proposed or newly established college. The Council offers consultation to any college on special problems concerning accreditation.
3. While recognizing the existence and appropriateness of diverse institutional missions and educational objectives, the Council subscribes to the proposition that local circumstances do not justify accreditation of a sub-standard program in veterinary education leading to a professional degree.
4. The Council requires an annual interim report from each accredited college except when a site visit by the Council has been conducted less than 6 months previously, or when a site visit is planned to occur in the first six months of the ensuing year, describing any recent or anticipated changes and the ways in which previous Council recommendations have been met. When an accredited or approved college contemplates fundamental changes in its administration,

organization, association with its parent institution, curriculum faculty, instructional program, or stated objectives, the Council should be provided an opportunity to review the proposed changes prior to adoption.

For all summaries of interim reports, the first sentence is to include the date of the last evaluation visit and the current accreditation classification of the college involved.

ESSENTIAL REQUIREMENTS OF AN ACCREDITED OR APPROVED COLLEGE OF VETERINARY MEDICINE

Procedure

Colleges of veterinary medicine are evaluated by the Council on the basis of Essential Requirements and the compliance of the college with the stated criteria for each Essential.

The Council bases its decision for each Essential on the findings for that Essential, and not on impressions of the College's overall program. Information on which the evaluation of an Essential is made includes the College's own Self-Study Report and the findings of a Site Visit Team.

It is recognized that an assessment of an Essential may change between evaluation of the Self Study, the site visit itself, and when the full Council makes its final determination. There must be a specific time in which the facts and date are considered and an accreditation decision is made. Failure to function within these parameters would prohibit effective accreditation decisions. Procedures exist to provide a timely re-evaluation by the Council at the request of a College which believes defined deficiencies have been corrected.

The Essential Requirements are routinely reviewed by the Council to take into account new interpretations, specific experiences, and the changes in veterinary medical educational philosophy. Recommended revisions are presented to the College Deans for comments, to the Executive Board for its review, and ultimately, to the House of Delegates for final action. No changes are made in the Council's administration of the Essential Requirements until approved by the House of Delegates at an annual meeting of the AVMA.

Here are the eleven essentials approved by the AVMA House of Delegates:

1. Organization. An accredited college of veterinary medicine must be a part of an institution of higher learning accredited by an organization recognized for that purpose by the United States or Canadian government. A college may be accredited only when it is a major administrative division of the parent institution and is afforded the same recognition, status, and autonomy as other professional colleges in that institution. The chief administrative officer or dean must be a

veterinarian, and the officer responsible for professional, ethical, and academic affairs of the veterinary medical teaching hospital must also be a veterinarian.

An approved college (foreign to U.S. and Canada) must be either a free-standing institution of higher education formally recognized as such by its country or be a major administrative division of a parent institution and be afforded the same recognition, status, and autonomy as other professional colleges in the parent institution.

The College shall maintain equality of opportunity in its programs and comply with all state and federal laws regarding the civil rights of students, staff and faculty.

2. Finances. A college of veterinary medicine must have sufficient financial resources to meet the essential requirements for accreditation.

Financial resources must be available and allocated for the acquisition and maintenance of necessary equipment.

Clinical services, field services and hospitals must be offered primarily as instructional resources. These auxiliary operations are not intended to be self-sufficient financially, and need to be subsidized financially to ensure their instructional integrity.

3. Physical Facilities and Equipment. All aspects of the physical facilities must provide an appropriate learning environment. Classrooms, teaching laboratories, seminar rooms, and the other teaching spaces shall be clean, maintained in good repair, and adequate in number, size, and equipment for the instructional purposes intended and the number of students enrolled. Adequate lighting and ventilation shall be provided.

Administrative and faculty offices, library facilities, research laboratories, and storage space must be sufficient for the needs of the faculty and staff.

An accredited college must maintain or be formally affiliated with an acceptable hospital for the humane care and treatment of animals. Appropriate service components, including but not limited to pharmacy, radiology, diagnostic support services, and necropsy facilities must be provided to support the teaching hospital. Intensive care units must be provided for various species.

Facilities for the housing of animals used for teaching and research shall be sufficient in number, properly constructed, and maintained in a manner consistent with accepted humane standards. Adequate teaching, laboratory, research, and clinical equipment must be available for examination, diagnosis, and treatment of all animals used by the college. Safety of personnel and animals should be a prime consideration.

Appropriate isolation facilities must be provided to meet the need for the isolation and containment of clinical patients and research animals which have

communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for animal care in accordance with accepted modern methods for prevention of spread of infectious agents. These facilities should meet accepted standards as appropriate to the species of animal and the infectious agent being studied or contained.

4. Clinical Resources. Normal and diseased animals of various domestic and exotic species must be available for instructional purposes, either as clinical patients or provided by the institution. While precise numbers are not specified, in-hospital patients, a field service/ ambulatory clinic, herd health/production medicine, experience and outpatients are required to provide the necessary quantity and quality of clinical instruction. It is essential that a diverse and sufficient number of surgical and medical patients be available during an on-campus clinical activity for the students' clinical educational experience. Experience can include exposure to clinical education at off-campus sites provided the college has direct responsibility for carefully planning, closely supervising, regularly monitoring and subsidizing such clinical experiences. Further, such clinical experiences should occur in a setting which provides access to subject matter experts, modern and complete clinical laboratories, advanced diagnostic instrumentation and ready confirmation (including necropsy). Such examples could include a contractual arrangement with nearby practitioners who serve as adjunct faculty members and off-campus field practice centers. The teaching hospital shall provide nursing care and instruction in nursing procedures for its patients. A supervised field service and/or ambulatory clinic must be maintained in which students are offered multiple opportunities to obtain clinical experience under field conditions. Under all situations students must be active participants in the work up of the patient, including physical diagnosis and diagnostic problem oriented decision making. Clearly defined goals and expectations for the total clinical experience will require documentation of teaching methods used. Utilization of clinical resources also shall be accompanied by measured outcome assessments of professional student performance.

Medical records must be maintained in an effective retrieval system. The records must include owner and patient identification, history, diagnosis, treatment, response to treatment, and disposition. A system of classification and nomenclature of diseases and procedures may be used for recording all information. All clinical support service reports shall be a part of the complete medical record. The medical records must be available for review by the accreditation committee.

5. Library and Learning Resources. A library is essential to veterinary medical education, research, public service, and continuing education. Library facilities must be adequately housed, appropriately staffed, conveniently located, and available for the use of veterinary students and faculty at all reasonable hours. The library shall be administered by a qualified librarian and must be adequately budgeted for both operation and the purchase of learning resources.

There shall be an adequate collection of appropriate instructional and research

materials for each subject, including books, periodicals, specimens, and non-print media, supplemented with electronic reference materials and retrieval systems. The college shall have access to instructional materials development capability such as medical illustration and photography for producing materials for teaching, research, and publication purposes.

6. Enrolment. The total number of students attending a college of veterinary medicine must be consistent with the physical facilities, equipment, clinical accessions, and the number and qualifications of faculty, support staff, and administrative personnel. Student support must be available, including those services generally described as academic or student support.
7. Admission. The college shall have a well-defined and officially stated admissions policy. The policy shall provide for an Admissions Committee, a majority of which shall be full-time faculty members. The Committee shall make recommendations regarding the students to be admitted to the professional curriculum upon consideration of applications of candidates who meet the academic and other requirements as defined in the college's formal admission policy.

These subjects for admission shall include those courses prerequisite to the professional program in veterinary medicine, as well as courses which contribute to a broad general education. The goal of pre-veterinary education shall be to provide a broad base upon which professional education may be built, leading to lifelong learning with continued professional and personal development.

Factors such as character, communications skills, experience with animals, motivation of the candidate, and goals of the college may also be considered as admission criteria.

8. Faculty. The faculty must provide competence in all subject matter areas of the curriculum as well as effective teaching skills. There shall be evidence of a balanced program of teaching, research, and public service. Contributions to original knowledge is an important additional criterion in evaluating the faculty and the college. The College shall give evidence that it utilizes a well-defined and comprehensive program for the professional growth and development of faculty.

Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the faculty. Part-time faculty, residents, and graduate students may supplement the teaching efforts of the full-time permanent faculty if appropriately integrated into the instructional program.

9. Curriculum. Veterinary Medicine is unique in that through comparison of species it bridges medicine, agriculture and biology. The professional degree curriculum should emphasize the acquisition and development of skills, values and attitudes at least as much as the acquisition of a core of veterinary knowledge. Development of institutional individuality is encouraged, to achieve excellence

without uniformity. Preceded by a broad pre-veterinary experience, the curriculum shall extend over a period equivalent to a minimum of four academic years. Sufficient flexibility will permit incorporation of new techniques, knowledge, and educational philosophies as they emerge and deletion of material no longer deemed essential. A curriculum evaluation plan should include the gathering of sufficient qualitative and quantitative information to demonstrate program quality and effectiveness.

The curriculum and educational process should initiate and promote life long learning in each professional degree candidate while instilling an appreciation of the breadth and scope of the profession's broad, diverse responsibilities and opportunities. It shall provide ample opportunities for each student to:

- gain an understanding of the underlying basis of health and disease in a broad range of domestic species
- acquire fundamental clinical skills in a variety of species; and
- develop the values, attitudes and behaviours necessary to address responsibly the health needs of animals in the context of individual clients and society as a whole.

The curriculum shall require students to attain an understanding of the central biological principles and mechanisms that underlie animal health and disease from the molecular and cellular level to organ, organism and population manifestations.

This shall include:

- an understanding of the biological basis of normal function, the mechanisms that establish homeostasis, the patho-physiology of organ systems, the biological mechanisms by which disordered states are returned to normal, and the natural history and manifestations of disease in animals;
- an understanding of the principles of maintenance of health, of diagnosis and prevention of disease, of therapeutic and management strategies, and an understanding of the analysis of population characteristics of animal biology and clinical medicine;
- an understanding of the principles of epidemiology and zoonoses of disease to include the safety of animal origin food and fibre products, and the contributions veterinary medicine makes toward enhancing human health and well being.

The curriculum shall provide students with ample opportunities to learn how to acquire information from and about patients, to obtain, store and retrieve such

information, to work and communicate effectively with colleagues and clients, to perform basic diagnostic and therapeutic procedures and to collect, organize and analyse information in relation to specific problems, assessing its validity and reaching probabilistic judgements.

The curriculum development process should:

- a. Reflect the results of research on learning and teaching.
- b. Include results of studies to determine critical performance requirements for entry level veterinarians, and may provide for elective programs, multiple options, track systems, or areas of concentration but designed to maintain a core of performance criteria to assure that the graduate veterinarian will be able to serve society in the several generally accepted areas of veterinary medical responsibility and that he/she have fundamental habits of learning and basic skills and knowledge to continue development as a specialist in one or more areas through graduate and continuing education,
- c. Include the gathering of outcome assessment measures which show :
 - how a program is meeting its institutional or program purposes
 - the adequacy of resources and organization to meet these purposes
 - educational outcomes which indicate that those purposes are met; and
 - the reasonable assurance of continued meeting of those purposes.

Outcome measures should be compatible with the college's mission and resources and may include, but are not limited to, the following:

- interviews with program graduates and employers of graduates
- graduate performance data on state and national standardized exams
- surveys of recent graduates, alumni, and employers
- job placement rates, research activity, evidence of postgraduate achievement (board certification, advanced degrees); and
- applicant/admission/enrolment/retention/graduation ratios.

- d. Recognize and support the increasing diversity (age, ethnicity, gender) of students admitted to veterinary colleges.
 - e. Recognize that students learn at different rates and in different ways, and that the curriculum should provide alternate ways to meet learning objectives.
 - f. Include efforts to design and provide learning experiences that are consistent with the objectives of the curriculum and supportive of diverse learning and teaching styles.
 - g. Apply fundamental principles of evaluation to each student's progress in terms of stated performance criteria or objectives; these evaluative procedures, both within the professional school and as part of licensing procedures should reinforce self learning, problem solving and the ability to find and use information effectively.
 - h. Ensure that the species of animals and the number to be utilized shall be carefully matched with specific teaching and research objectives. Animal use shall be dictated by humane care and be consistent with USDA/Public Health Service regulations and policies.
10. Continuing Education. Continuing education shall be a responsibility of the college. Faculty shall be encouraged to contribute to continuing education offerings to assist veterinarians in meeting changing professional demands and the needs of the public.
11. Research and Postgraduate Education. The College shall demonstrate substantial research activities as well as offer programs of study leading to advanced degrees and specialty board certification. Enrollment in postgraduate programs shall be commensurate with facilities, resources, and faculty qualifications.

CLASSIFICATION

The final appraisal of each school by the Council will be determined by review of its total educational program, considering each school's stated objectives and the "Essentials of An Accredited or Approved College of Veterinary Medicine."

With respect to the preceding "Essential Requirements," each college evaluated by the Council will be placed in one of the following classifications:

- 1. Full Accreditation. Meets or exceeds all essential requirements. This classification may be granted for a period not to exceed seven years.
- 2. Limited Accreditation. Meets or exceeds most, but not all, essential requirements. This classification may be assigned for a period not to exceed five

consecutive years. If major physical facilities are required to correct deficiencies and if the college has presented positive evidence that it will be eligible for full accreditation at the end of an additional two years, this extension may be granted.

3. Terminal Accreditation. Meets or exceeds some, but not all, essential requirements, and in the judgment of the Council will not be able to meet all of the essential requirements within a period of Limited Accreditation. This classification may be assigned for a period not to exceed four years, terminating in all cases in a classification of Accreditation Withheld.
4. Provisional Accreditation. Has not been in existence sufficiently long for students in the charter class to complete the professional program, but has complied with the conditions of this document for at least the first half of the professional curriculum. This classification may be assigned for a period not to exceed two years.
5. Approved. A college foreign to the United States and Canada that, upon evaluation by the Council, has been determined to meet or exceed all of the essential requirements. This classification may be assigned for a period not to exceed seven years.

Each of the above classifications provides an accredited status to the college.

6. Accreditation Withheld. Does not meet the specifications for any classification of accreditation.
7. Approval Withheld. A college foreign to the United States and Canada that, upon evaluation by the Council, has been determined not to meet the essential requirements.
8. Reasonable Assurance. A statement may be provided to an educational institution indicating that there is reasonable assurance of future accreditation of a developing college of veterinary medicine, if such college is established according to plans presented to the Council and if these plans demonstrate intent to meet or exceed the essential requirements. This classification may be renewed annually.

RECONSIDERATION OF CLASSIFICATION

The Council may reconsider and alter the classification of a college whenever in the Council's judgment:

1. Conditions affecting one or more essentials have deteriorated sufficiently that it is likely that the college will fail to meet one or more of the essential requirements.
2. A previously identified deficiency has become more serious, and is likely to cause

the College to fail to meet one or more of the essential requirements.

3. A college or its parent university fails to respond in a timely and satisfactory way to the reasonable requests of the Council for information, or fails to cooperate in the evaluation process.

ANNEX 1

SELF-EVALUATION REPORT

The following pages propose outline an which could be used to prepare the school or college self-evaluation report. The facts and comments exposed should be followed, at the end of the report, by a general appreciation, made by the Dean/Director, emphasizing the strengths and weaknesses of the college. It should also provide general recommendations for the future.

College Report

Objectives

1. State the major goals and objectives of the college, and comment on to what extent they are being met now.
2. Describe how these objectives will be fully attained and when.
3. Describe methods used to measure outputs of the total program of instructions, research, and service.
4. List the major strengths and weaknesses of the college.

Organization

1. Provide a flow chart to indicate the position of the college of veterinary medicine in the university or higher education system, showing lines of authority and responsibility.

Describe the interrelationship between the college and university or higher education administration with regard to programme and budgetary control.
2. Give names and titles of the principal university or higher education administrative officers related to the college.
3. Identify the body that accredits the diplomas and indicate the current status of accreditation.
4. Describe the organizational design of the college, using a flow chart to show lines of authority and responsibility.
5. List the major faculty committees of the college, with the charge to each.
6. Identify the accreditation bodies of other groups of external examiners that have reviewed the college in the past five years. Provide copies of the reports resulting from such reviews.

Finances

1. Indicate expenditures for the five most recently completed fiscal years according to the following categories:
 - a. By Function
 - Instruction
 - Teaching Hospital
 - Academic Support
 - Student Services
 - Research
 - Public & Professional Service
 - Student Aid
 - Facilities maintenance
 - b. By Object
 - Personnel
 - Operating
 - Equipment
 - Travel
 - Other
 - Totals
 - c. By Organizational Unit
 - List Each Academic Department
 - List Other Major Unit
2. Indicate sources of revenue for the five most recently completed fiscal years:
3. Comment on strengths and weaknesses in revenues available to the College and on the adequacy of expenditures in the various categories.

Physical Facilities and Equipment

- A. Physical Plant
 1. Give a narrative description of major buildings occupied by the veterinary college/school and satellite facilities, indicating departments housed and net assignable square feet. The narrative should include the names of such buildings and proximity to the other facilities

occupied by the college/school. Provide a floor plan of major veterinary buildings, and their proximity to other campus buildings.
 2. Discuss the adequacy, including lighting and ventilation, of rooms and areas of the following categories:
 - Administration
 - Animal holdings

Audiovisual production
Autotutorial
Classrooms
Computers
Faculty offices
Graduate student offices
Laboratories - research
Laboratories - teaching
Library
Animal facilities for
teaching and research
Seminar rooms
Storage
Other

Clinical laboratories
Examination/treatment
Intensive care
Isolation
Medical records
Necropsy
Patient exercise
Pharmacy
Radiology
Reception/waiting
Special diagnostic
Surgical services
Other

3. Discuss the isolation facilities for client owned animals and research animals.
4. Describe current and long range plans for additions and remodelling.

B. Equipment

1. Comment on the adequacy of equipment for classrooms, laboratories, and other teaching areas.
2. Comment on adequacy of clinical equipment.

Clinical Resources

(Statistics to be provided in department and hospital reports.)

1. Provide a table showing, by species, the number of patients in the teaching hospital, ambulatory/field services and herd health programs, for each of the last five years.
2. Describe any satellite clinics used or operated by the college.
3. Comment on the patient load in relation to the number of patients of each species necessary for adequate clinical instruction of students.
4. Describe the organization and relationship of clinical departments and the teaching hospital.

Library and learning Resources

1. Describe library, including the following:
 - a. Current Budget
 - b. Personnel - Title & number

- c. Holdings
 - i. Monographs and books
 - ii. Periodicals
 - iii. Non-print media (including audiovisuals)
 - d. Space and seating capacity - net surface
 - e. Location
 - f. Hours available
 - g. Computerized literature search
 - h. Relation to university libraries and other scientific libraries.
2. List statistics for the most recent five years for volumes held, journal subscription, acquisitions budget and total budget.
 3. Describe non-print media available to the students.

Enrolment

1. Complete the following table describing enrollment for each of the last five years:

A. Veterinary Medical Program

<u>Class</u>	19__	19__	19__	19__	19__
1st Year					
2nd Year					
3rd Year					
4th Year					
(5th Year)					
No. Graduated					

B. Graduate Students (Exclude Residents Here) Subtotal Who Have DMV (or equivalent) degree

<u>Department/Field</u>	<u>MS</u>	<u>PhD</u>	<u>Other</u>		
		<u>DSc</u>			

<u>Degrees Conferred</u>	19__	19__	19__	19__	19__
MS					
PhD, DSc, doctorate					
Other					

C. Interns and Residents (enter each person in only one category)

Department	Interns	Residents	Resident-MS	Resident-PhD	(DSc., doctorate)
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D. Other Educational Programs

Please specify. State number of students and describe impact on college resources.

2. Comment on the adequacy of the physical facilities, clinical load and faculty numbers and qualifications in relation to the teaching board.

Admission

1. State minimum requirements for admission.
2. Describe student selection process.
3. Provide a table showing for the last five years the number of qualified applicants, and the total number of admissions.

Faculty

1. Give a list, by rank and department of the faculties. For each indicate academic credentials possessed and a list of publications for the last five years.
2. Indicate number of non-tenure track professional appointments by rank and department.
3. Indicate number of part-time appointments by rank and department.
4. List the specialty boards/colleges represented of the college faculty, and the number of faculty represented in each.
5. List the currently budgeted positions unfilled at the present time.
6. State the faculty salary ranges and means by rank.
7. Provide a copy of the curriculum vitae for each of your faculty members.
8. Provide a statement of policy and financial provisions for leave and other fringe benefits.
9. State briefly the requirements for tenure, promotion, and salary increases.
10. Comment on policy on the relationship of research, service, and teaching to promotion and tenure.
11. Describe the policy and financial provision for part-time faculty.

12. State the number of clerical and technical staff:

- ____ in clinical teaching areas
- ____ in non-clinical teaching areas
- ____ in research

Curriculum

1. Provide the complete professional curriculum outline, with course numbers and titles, course descriptions, by quarter or semester and year.
2. Provide the complete schedule of the college activities.
3. Provide one set of final examinations used for each course for the last year.
4. State when the curriculum last underwent a complete review and comment on resulting changes.

Continuing Education

1. List by title the veterinary continuing education programs held on campus during the five last years. For each give the number of presentations given and the number of registrants.

Research and Postgraduate Education

1. Summarize the financial, physical facility, and faculty resources dedicated to research.
2. List the major research programs or projects of the college.
3. Describe the postgraduate programs offered by the college and state the goals of the college in regard to educational programs leading toward:
 - a. Advanced degrees
 - b. Certification in veterinary specialties
4. List number of graduate students, interns, and residents by degree sought and/or specialty area of study.

Unit Report

A separate report should be made by each administrative unit, such as an academic department, a teaching hospital, laboratory animal unit, or a faculty center. Individual units should use only those parts of this outline that are appropriate to its function. Do not repeat material in college report.

Objectives

1. State the goals and list the objectives of the unit, with a projected time-table for meeting the objectives.

Organization

1. Describe the organization of the unit and its place in the college as a whole.
2. Identify responsibilities shared among sections and with other units.

Physical Facilities and Equipment

1. Comment on the adequacy and maintenance of rooms and areas for the activities of the unit.
2. Comment on the quantity, quality, and maintenance of equipment.
3. Describe funding sources for acquisition and replacement of equipment.

Clinical Resources (for clinical departments or teaching hospital)

1. Comment on service provided in the following areas, including suitability of facilities and equipment:
 - a. Patient records
 - b. Central supply
 - c. Clinical laboratories
 - d. Necropsy
 - e. Pharmacy
 - f. Radiology
2. List the clinical rotations used, and state the number of students usually assigned at any one time to each.
3. Describe how students participate in patient management and client relations.
4. Comment on interaction among professional students, faculty, interns, residents, and technicians during clinic activity.

Faculty

1. Comment on strengths and weaknesses in terms of faculty numbers and competence.
2. Summarize research funding.

Research and Postgraduate Education

1. Identify research priorities, objectives, and faculty commitments to research.
2. Summarize funding, facilities and faculty resources being used to meet the research objectives.
3. Summarize research projects for past five years.
4. List formal educational programs leading to advanced degrees and/or specialty certification. For each, list present enrollment and number of persons completing the program in each of the last five years.

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Jean Piérard
Committee Chairman

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