



EVALUATION OF VETERINARY TRAINING

Standards and Operating Procedures

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South African Veterinary Council

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The SAVC acknowledges the use of relevant material from documents developed by the Australasian Veterinary Boards Council (AVBC), the Royal College of Veterinary Surgeons (RCVS), the American Veterinary Medical Association (AVMA) and the International Accreditors Working Group (IAWG) recommendations. It is committed to globally acceptable standards of veterinary training.

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LIST OF ABBREVIATIONS

the Act	South African Veterinary and Para-Veterinary Professions Act No. 19 of 1982 including amendments as at 15/01/2018
AVBC	Australasian Veterinary Boards Council
AVMA	American Veterinary Medical Association
BVSc	Bachelor of Veterinary Science
CHE	Council on Higher Education
DAFF	Department of Agriculture, Forestry and Fisheries
DHET	Department of Higher Education and Training
EMS	Extramural Studies
FTE	Full-Time Equivalent
HEQC	Higher Education Quality Committee
IAWG	International Accreditors Working Group
PAHC	Primary Animal Health Care
PCO	Programme Coordinator

RCVS Royal College of Veterinary Surgeons

SAVC South African Veterinary Council

SER Self-Evaluation Report

UP University of Pretoria

WIL Work-Integrated Learning

CHAPTER 1 – Introduction, status of South African and other graduates

This document details the policies, procedures and minimum standards adopted by the SAVC to ensure quality control at tertiary institutions and compliance with Regulations of the Act. Such institutions are accredited by the SAVC and their graduates are granted registration to practice a veterinary profession without further examination. The term ‘accredited’ is used here in a national (South African) context.

Graduates from South African school

The Republic of South Africa Veterinary and Para-Veterinary Professions Act No. 19 of 1982, as amended, makes provision for the prescription by the Minister of Agriculture, Forestry and Fisheries, on the recommendation of the South African Veterinary Council (SAVC), for registration with the SAVC, to practise legally as a veterinary professional, of all holders of degrees/diplomas granted after examination by a tertiary institution. Registration with the SAVC is a mandatory legal requirement.

The SAVC is committed to aligning standards internationally with those of RCVS, AVBC and AVMA as closely as possible while maintaining requirements which are exclusively South African.

Graduates from Australasian and United Kingdom schools

Subject to local accreditation of veterinary programmes in the UK, Australia or New Zealand, the SAVC registers graduates on a reciprocal basis without additional examination on condition that they undertake a CPD course in veterinary jurisprudence applicable to South Africa. It participates jointly in visitations to ensure standards at training institutions in those countries are met. Applicants for registration must provide a letter of good standing, including confirmation of registration, from RVCS or AVBC.

Graduates from other schools

Registration of other graduates is dependent on the candidate successful completion of the SAVC statutory examination that has written and practical components.

Comprehensive information may be obtained from the SAVC website.

www.savc.org.za

CHAPTER 2 – Accreditation standards

Introduction

There are 12 standards. The SAVC requires all university veterinary schools to comply with the standards for its graduates to be registered with the Council to practise a veterinary profession in South Africa. They must also satisfy the SAVC that:

- Designated Day One competences are met
- Appropriate resources of people, facilities and animals are sufficient
- Enrolment and assessment systems are fair and credible
- Appropriate systems to assure and enhance quality are functional and effective
- Training is aligned and adapted to cater to the needs of economically disadvantaged owners of animals and provision of veterinary services in areas where they are deficient
- There is compliance with SAVC policies concerning veterinary education, facilities and ethics
- Graduates are prepared for mandatory post graduate national community service
- An annual report detailing responses to educational and technological advances and ongoing compliance with the standards between visits is required to maintain recognition/accreditation.

Standard 1 – Organisation

- 1.1 The school must develop a mission statement, a strategic plan and an operating plan that reflects full commitment to the standards. The strategic and operating plans must include the management of concerns and risks to the quality of training.
- 1.2 The school must be a separate facility dedicated to veterinary training and be part of a recognised institution of higher education in South Africa. If part of the training is undertaken by other schools or departments of the parent institution it must be fully integrated and coordinated with the veterinary curriculum.
- 1.3 The Head of the school or Dean must be a veterinarian and must have control of finances and organisation. Veterinarians must be responsible for professional and ethical practice in teaching hospitals and clinics, including off campus clinics.
- 1.4 Sufficient academic and administrative staff must be retained to meet enrolment and operative requirements and achieve compliance with all standards.

Standard 2 – Finances

- 2.1 Finances must reflect the realities of veterinary training expenses and be clearly adequate to comply with standards and meet the mission in all aspects of training and research.

2.2 Para-veterinary and other undergraduate training programmes (e.g. nursing) must have finances (budget) separate from veterinary training and reported as such.

2.3 Allocation of finances must be regularly reviewed to enable the school to meet standards in all aspects. It must include provision for maintenance, renovation and capital expenditure on new buildings and equipment.

2.4 All clinical services (field, clinics, hospitals) must function primarily as instructional resources. However, they should also be run efficiently with a business plan and budget to familiarise students with good business practice.

Standard 3 – Facilities and equipment

3.1 The site, buildings and equipment should be conducive to teaching and learning in safe circumstances for people and animals.

3.2 Maintenance and upgrading programmes must ensure neat, clean, functional facilities in good repair.

3.3 All facilities for teaching must be fit for purpose, provide adequate space and capacity, be appropriately equipped for instruction and have ready access to internet. Student access to recreational areas, locker rooms and food must be provided.

3.4 Offices, laboratories and teaching preparation facilities must be adequate for all staff.

3.4 Facilities must comply with all relevant legislation, especially that concerning health and safety of animals and people, biosecurity and animal welfare. This includes transport of people, animals and materials of animal origin.

3.5 Livestock facilities, animal housing, and clinical teaching facilities must be designed and equipped to ensure biosecurity and bio-containment, high standards of husbandry, welfare and management and a satisfactory learning environment.

3.6 – 3.10 Clinical facilities

3.6 Clinical teaching facilities, whether on or off campus, under university or private ownership, must be registered with the SAVC as hospitals, clinics or consulting rooms. They must comply with all SAVC standards of practice and facilities (e.g. afterhours emergency services, structural requirements, in hospital care).

3.7 All on and off campus teaching sites should provide learning spaces with adequate internet access.

3.8 Students must be exposed to a diverse range of diagnostic and therapeutic facilities and equipment to ensure a learning experience that equips students with all Day One competences.

3.9 Operational policies must be clearly posted for staff, students and visitors.

3.10 Isolation facilities must be provided. They must effectively isolate and contain animals with communicable diseases so that they can be cared for while preventing spread of infectious agents.

Standard 4 – Animal resources and materials of animal origin

4.1 A variety of species in adequate numbers for student experiential training must be provided at the institution or on accessible, well managed farms. Students must be exposed to a good balance of hospital, out-patient and ambulatory/farm visit patients, normal and diseased patients, medical and surgical, varying in complexity (e.g. primary and intensive care), individuals and flocks/herds, cadavers, materials of animal origin, on and off campus.

4.2 Students must be competent in animal handling and briefed in advances on relevant issues of health, safety, hygiene and prevention of disease transmission during student activity.

4.3 External sites with animals may be used to broaden student experience provided that the standards of the facilities, clinical experiences and training outcomes match those of the university. Standards include safety, good access to relevant expertise, appropriate laboratory services, reference resources, diagnostic and therapeutic equipment.

4.5 Teaching hospitals must provide nursing care and instruction. A suitable ambulatory service to broaden student experience in field conditions must be provided.

4.6 Provided that the interests of any patient are not compromised students must actively participate in examination, diagnostic measures and decisions, diagnosis, treatment and monitoring of patients. Efforts must be made to enable and encourage students to follow cases to finality, including, if possible, after rotation changes.

4.7 Clinical record keeping must meet SAVC minimum requirements. It must include effective retrieval and cross-referencing systems to enhance degree level teaching, case analysis, research and service delivery.

Standard 5 – Information resources

5.1 Veterinary education, research, services provided and continuing professional development must be supported by a suitable, up to date library and related information resources. A qualified librarian must professionally manage the library with appropriately skilled support staff and adequate physical resources, study spaces and equipment.

5.2 Diverse information resources (print, audio, electronic, internet, external, internal, equipment) must be available to students and staff for retrieval of veterinary and related scientific literature to facilitate learning, teaching and research. Adequate

space must be provided. The school must demonstrate how the resources are aligned and coordinated with teaching and learning outcomes. It must be able to evaluate the effectiveness of innovations in enhancing outcomes.

Standard 6 – Students

6.1 The mission of the school must be consistent with, and all resources must cater adequately for the number of students.

6.2 Postgraduate programmes such as internships and advanced degrees must be available to complement and strengthen the professional programme.

6.3 Systems should be in place to support the welfare of students with learning support, careers advice, grievances (e.g. conflict, harassment) and fair mechanisms for dealing with grievances and mental or physical impairment that may impact negatively on students' learning.

6.4 Mechanisms for students to convey needs and wants to school leadership must be maintained.

6.5 Mechanisms for students to convey suggestions or complaints regarding the school's compliance with SAVC standards must be maintained. Such information should be made available to the SAVC.

Standard 7 – Admission and progression

7.1 Clearly defined, credible selection and progression criteria must reflect the mission of the school and ensure enrolment of students who have the motivation and mental and physical attributes to become competent veterinarians, registered with the SAVC.

7.2 Selection criteria should include a fit for purpose scientific and mathematical background of sufficiently high standard to cope with the programme, as well as criteria which consider non-academic criteria (e.g. motivation, interest, experience).

7.3 South African government and policy and legislation relating to applicants with disadvantaged social backgrounds must be considered in selection criteria while adhering to constitutional rights against discrimination and bias. Regular review of the selection criteria must be done to ensure current relevance and acceptable progression.

7.4 Prospective students must have ready access to comprehensive, accurate, current information regarding all aspects of selection and progression (e.g. academic and other requirements, demands of the course, fitness to practice, application procedures, tuition, fees, and financial aid options).

7.5 Clear, effective policies must define how students with disabilities, injuries or illness will be considered so that students are given realistic opportunities to progress to graduation and competences.

7.6 Criteria for progression and exclusion must be unambiguous, explicit and readily available to students. Underperforming Students must have access to effective remediation and support.

7.7 Progression must be monitored and, if attrition rates are unsatisfactory or deteriorating, must be addressed by amending selection criteria and student support.

7.8 Policies for dealing with student misconduct and fitness to graduate, deciding on progression, sanction or exclusion and managing appeals against such decisions must be clear and publicly available.

Standard 8 – Academic and support staff

8.1 All full time and part time staff must be appropriately qualified for and competent in their roles, ensuring full coverage of the curriculum, management and administration.

8.2 The total number of staff of all kinds involved with the programme in any way, including part time staff, must be sufficient to deliver all aspects comprehensively and meet the school's mission.

8.3 Teaching skills must be adequate and effective and include all involved in teaching in any way. An effective programme for improving and upgrading teaching skills must be maintained.

8.4 Security and benefits must encourage retention of satisfied, competent academic staff. They should experience a balanced workload of teaching, research and service and have opportunities for further study and professional growth. Sufficient support staff must enable academic staff to focus on their core work.

8.5 The school must demonstrate effective, publicised programmes for professional growth of all staff, including teaching skills. Opportunities must be provided for staff to contribute to the school's direction and policy.

8.6 Promotion criteria must be clear and recognise value in all aspects teaching, research, service and other activities.

Standard 9 – Curriculum

General

9.1 The curriculum must comply in all respects with the South African Higher Education Qualifications Standards Framework level 8 for a degree programme which enables the graduate to enter postgraduate programmes at the Masters level. Additionally, the student must be prepared for 12 months of Compulsory Community Service (CCS) before registration with the SAVC.

9.2 Learning outcomes must be explicitly stated in a cohesive, integrated way.

9.3 Learning outcomes must be fully communicated to staff and students and further:

- Align and integrate all content, teaching, learning and assessment activities
- Meet the objectives and learning outcomes of each unit of study
- Be kept relevant, up to date and effective by regular, structured review and management.

Management

9.4 The school must effectively manage and monitor curriculum content and delivery with a formal committee structure that includes student representation. The committee must:

- Determine design, teaching and delivery methods and assessments
- Gather information from assessment and outcomes, evaluate, and respond to feedback from stakeholders, users of veterinary services, moderators, external examiners to effectively monitor and improve quality of the curriculum
- Comprehensively review the entire curriculum every 5 to 7 years
- Meet staff training needs that enable effective future curriculum development.

Content

9.5 The curriculum must enable students to:

- Acquire knowledge of scientific subjects relevant to veterinary science
- Know and advise on normal animal anatomy, behaviour, physiology, husbandry, nutrition, reproduction and adaptation as well as abnormal pathology, disease causing agents, and clinical manifestations of important animal diseases, especially zoonoses.
- Acquire entry level skills in clinical categories applicable to a broad range of common species. Skills must include clinical examination, necropsy, all categories of commonly used technical and laboratory diagnostic methods and their interpretation, biosecurity, categories of therapy (e.g. surgical, pharmaceutical), patient care (primary, intensive), and emergency, surveillance and isolation procedures, all in the context of overarching problem-solving skills. Skills must be applicable to individuals and groups (herds, wild animal populations).
- Acquire relevant knowledge and principles that enable veterinarians to promote animal welfare in the context of changing global norms and standards.
- Develop the categories of skills that enable management of animal diseases endemic to Southern Africa, endemic to and of importance in the country in which the school is located and exotic emerging disease threats or diseases of global significance.

- Acquire relevant skills in regulation of animals and animal products, epidemiology and preventing disease, and food safety and hygiene. Training in abattoirs must be included.
- Trained to solve problems using evidence-based criteria and manage cases rationally and professionally.
- Communicate professionally. This includes information acquired from owners and managers of animals, retrieval of relevant information from medical records, communication with colleagues, clients and other relevant people or bodies, legally compliant certification and report writing.
- Apply professional ethics, delivery of services, personal and business management and enhancement of the status of the profession.
- Managing continuing professional development, workload, wellbeing and collegial relationships.

Extramural Studies

9.6 EMS must be demonstrably incorporated into training students in a balanced, integrated manner, complementing and supporting intramural studies.

9.7 Extramural production animal practical training must enable the students to acquire a comprehensive understanding of livestock husbandry, management and production systems.

9.8 EMS providers must be contracted to provide meaningful feedback on student performance.

9.9 An academic staff member must fully supervise the entire EMS programme, liaise with EMS serviced providers and ensure students get appropriate placements.

9.10 Students must be guided and supported in taking responsibility for their EMS learning outcomes, acquiring placements in good time, setting and reaching objectives and maintaining credible logs of their EMS experiences.

Extramural work integrated learning (WIL)

9.11 WIL will include additional (i.e. not replacement) experience with approved non-academic veterinarians under contractual agreements which meet school, provider and student needs; and voluntary elective placement of students in rotations in state veterinary medicine and elective veterinary practice exposure.

9.12 A suitable member of the academic staff must be responsible for WIL, including liaison with providers and students and ensuring students take responsibility for their placements, keep records and logs of their experiences and provide feedback and assessment WIL.

Standard 10 – Assessment

General

10.1 Assessment and quality assurance must include the broad range of veterinary knowledge, skills and attributes that ensure graduates are competent to deliver a wide range of veterinary services in a professional manner. To this end policies, methods, quality assurance and standards must be appropriate and credible.

Management

10.2 A structure that clearly identifies lines of responsibility and determines, regularly reviews, changes and manages assessment must be in place. It must ensure learning outcomes drive assessment design and validate decisions on progression. It must maintain good quality assurance.

Policy and regulation

10.3 There must be clear assessment tasks and grading criteria for each unit of study which must be understood by students well in advance of assessment.

10.4 All aspects regarding requirements to pass must be clear.

10.5 Students must have access to credible appeal mechanisms against failure.

10.6 The school must have mechanisms for review and revision of assessment.

Methods and design

10.7 Assessment design must validate progression and ensure learning outcomes that cover the full range of professional skills to entry level competence.

10.8 Constructive and prompt feedback of assessment must guide student learning.

10.9 Assessment load must be managed to achieve fair workloads for students and staff.

10.10 Strategies must enable the institution to certify achievement of learning objectives at all levels of the programme and for all units of study.

10.11 Diverse methods of assessment must be valid and reliable. In clinical disciplines skills must be directly assessed to a significant degree.

Standards and quality assurance

10.12 A variety of procedures such as peer review of assessment, supervision, invigilation, credible record keeping and moderation must ensure fair, valid and reliable assessment.

10.13 Moderation processes must emphasise fairness and ensure equality of status across all aspects of the programme. Moderation should include comparisons with other institutions.

10.14 Processes of assessment must ensure that grading accurately reflects student performance against learning objectives.

Standard 11 – Continuing and postgraduate education and research

11.1 Significant, broadly based research by academic staff must drive teaching, integrate with and strengthen the degree programme.

11.2 All students must be trained in methodology and research techniques relevant to veterinary science (e.g. literature evaluation, experimental design, data analysis, scientific report writing, and submission of manuscripts). Students should also participate in research projects.

11.3 The institution must provide a range of postgraduate degree programmes, internships, residencies and continuing education opportunities that are relevant to community and professional needs and strengthen and complement the degree programme. Funding, resources and staff must be adequate for all programmes and the numbers of participating students.

11.4: In the absence of national specialist standards, programmes should meet the standards and regulations of the respective European specialist colleges and of the European Board of Veterinary Specialisation or equivalent bodies.

Standard 12 – Outcomes assessment

12.1 Outcomes assessment must be recognised as the best indicator of the school's success, progress and quality. It is complex, diverse and requires clear understanding by all involved.

12.2 The school must have mechanisms to gather and evaluate credible data routinely at school, programme, module and individual levels to confirm that its objectives, quality enhancement and mission are met. Diverse assessments of the programme are the choice of each school but must be broad and include surveys involving staff, students, research personnel, employers and a broad range of users of veterinary services (state, public health, clinical, pharmaceutical industry).

12.3 The school must demonstrate that:

- its strategic goals are appropriate and progress is ongoing
- internal and external processes via long (e.g. employer surveys) and short (e.g. student study evaluations) feedback loops must be employed to validate the programme
- data and evaluations over an extended period of at least 5 years must be saved and compared to monitor progress or regress.

12.4 The school must verify that all its graduates have achieved stated learning outcomes and entry level (SAVC Day One) competence.

12.5 Each student must keep a record in the form of an experience log of their practical and clinical skills throughout the programme. Such logs must form part of the assessment process, monitor competence, guide learning of skills for each student and be credible and secured against fraud.

12.6 Regular review of evidence of student experience and competence must inform improvement and be reported to stakeholders.

12.7 In the case of a new school that has yet to graduate students, evidence must be presented that programme outcomes are being achieved for students currently and that adequate planning and resources will be available to ensure that they will be sustained to completion of the degree.

CHAPTER 3 – SAVC accreditation

The SAVC accreditation process is the SAVC's own process, independent of global processes. Accreditation is granted to new and existing schools provided all standards have been met. Time concessions may be granted for disqualifying deficiencies to be rectified.

Summary

Initiation

Approximately 24 months before accreditation of an existing school is due to lapse the SAVC will give notice of a visitation. In consultation with the school, visitation team members and other bodies that participate or send delegates, the SAVC will agree on a suitable date. The same conditions apply to new South African schools and schools abroad seeking initial accreditation. The SAVC appoints a Programme Coordinator (PCO) and the university appoints a suitable person to liaise through the PCO with the SAVC.

Self-Evaluation Report

The school will then promptly begin the self-evaluation process to complete it in good time (3 months before the visit) and give the school opportunity to take measures to address deficiencies before the visit. The Self-Evaluation Report (SER) provides the

foundation for the visit. Schools must provide credible, concisely worded information in compliance with the guidelines for self-evaluation as detailed in Chapter 4 and the SER report template (Annex 1).

Site visit

A full site visit will be undertaken every 7 years. SAVC may shorten the timescale between visits dependent on analysis of annual reports or appearance of risks to the programme.

The goals of a site visit are to verify and supplement the SER, ascertain compliance with each standard and report the team's conclusions to the SAVC.

A visitation team makes initial contact with the Principal/Vice-Chancellor of the University. Subsequently all requests are put to the Head of School. Meetings planned for the visit must be finalised three (3) months before start of the visit. Requests for additional meetings during the visit are complied with by the head of school's office.

The Head of School will open the visitation with a summary of the school's progress since the previous visit, forward planning and the current situation of the University and School.

SAVC expects mutual trust, a collegial spirit and a desire between the visiting team and the school to establish the true status of the veterinary degree programme.

The leader of the team assigns prime responsibility for one or more standards to each member. He/she will arrange any necessary communication or team teleconferences concerning arrangements for the visit, initial discussion of the SER and identification of deficiencies of information. He /she will arrange a briefing and planning meeting immediately before the visit starts.

The team will work as a group for the visit to uniformly understand the degree programme, curricular interrelationships and integration. As necessary the leader may however deploy a subgroup to focus on a specific issue.

Day 1 (normally a Monday). The Head of School will meet the team and make opening remarks. The team will then tour all core teaching sites and assess the facilities. Meetings with staff, students and stakeholders should include the full team.

The team will request meetings with academic staff who include a broad range of disciplines and levels of experience, other intra- and extramural staff, students and external stakeholders.

An appointed "open hour" time for staff or students to meet confidentially with the team must be arranged. Opportunities and SAVC contact details must be given to staff and students for private, confidential communications before and during the visit.

On-site changes may be made at the request of the team leader with additional time allowed for further consultation, if considered necessary.

The team will meet formally at the end of each day to consider its findings and progressively generate its report through the visit.

Oral report / Exit interview

At the end of the visit the team meets with the head and senior staff of the school and then with the Head of School and Principal/Vice-Chancellor. The strengths and weaknesses of the school in relation to the 12 SAVC accreditation standards are summarised. The team may not comment on accreditation status which is the SAVC's responsibility.

Formal report

The team leader requests any additional inputs from the team and prepares a draft report with designated SAVC staff within one month of the end of the visit.

Each visitor makes an independent assessment in preparation of a clear report on the school's compliance with the standards. A template is provided to assist in ensuring a consistent report with no omissions. The team leader takes responsibility for the final report.

The team must all agree on commentary, recommendations and commendations by the end of the visit. Any post visit changes in content or meaning should be circulated to all members.

The use of the term "must" indicates a mandatory requirement to meet a standard. Use of the term "should" indicates a recommended, desirable change in meeting a standard.

In the case of internationally constituted teams the report may contain appendices of relevance to accrediting bodies for which each concerned member is responsible. Relevant team members must agree on conclusions in such appendices. The final complete report of the main accrediting body should be sent to all members so that they can sign off on the report to their respective organisations.

Each standard will be evaluated separately in a section of the report and may include recommendations. Major and minor deficiencies and the effect they have on compliance are reported. Recommendations must be articulated to be of practical assistance to visitors on subsequent visits as well as to the school and university.

The draft report is sent to the veterinary school for comment on its accuracy. The team leader assesses any such comments in finalising the report. It is then sent to the SAVC for initial consideration by the SAVC Education Committee which confirms or amends recommendations for SAVC to consider in formal session.

The SAVC sends its considered version of the now official report to the Principal/Vice-Chancellor of the University for comment. Copies are sent to all team members.

The university may formally comment on or make considered objections to the report within 2 months of receiving it.

The university's comments and the report are then reconsidered by the SAVC Education Committee in making a final decision on accreditation status for approval by SAVC.

Classification of accreditation

The following options apply:

- a) Accreditation for seven years. This applies if periodic status reports are satisfactory for the period
- b) Accreditation for less than seven years. This applies if significant deficiencies are reported. There may be one or more major deficiencies and /or a number of minor deficiencies that have an unacceptably negative impact on the degree programme but are rectifiable during the shorter period. The deficiencies must be addressed within a defined period with satisfactory regular reporting by the school. When the defined period has elapsed the SAVC will either conduct a full visit covering all standards or a shorter, focussed visit with a small team to address specific deficiencies. The period of accreditation depends on the outcome of this visit.
- c) Accreditation denied. This applies when the SAVC finds the deficiencies sufficiently serious not to permit registration of graduates and cannot be rectified within a reasonable time. The school may request a revisit when the identified deficiencies have been rectified.
- d) Terminal accreditation. This is applied if a school decides to close or the SAVC considers that circumstances do not allow rectification of deficiencies identified.

Unsatisfactory performance procedure

The SAVC may consider the following actions if reports and other evidence indicate unsatisfactory performance:

- a) Revoke accreditation
- b) Impose additional conditions on existing accreditation
- c) Shorten the period of current accreditation

When it considers such action necessary the SAVC will inform the veterinary school of the grounds on which its concerns are based, request a site visit and proceed as follows:

The SAVC will appoint a team consisting preferably of the team leader and some members of the previous visit and members with specific expertise relevant to the concerns.

The team may recommend to the SAVC that the standards are met or likely to be met soon and accreditation may be affirmed for a period determined by the SAVC.

Alternatively, it may recommend that standards are not met or likely to be met soon. In this case the SAVC may place further conditions on accreditation, specify actions

to be taken and/or shorten the period of accreditation. If it considers that the school cannot realistically deliver the course in compliance with the standards it may withdraw accreditation. The SAVC reserves the right to set an examination for South African or foreign graduates who graduate after accreditation is withdrawn.

Procedures in case of Terminal Accreditation

These procedures are designed to protect the interests of those persons who enrolled before accreditation was withdrawn. Terminal Accreditation is limited to the period necessary for the protection of such students. Provided that the school complies with the conditions of termination such students will be registered with SAVC on graduation. Any students who consider enrolling after Terminal Accreditation must be informed that they will be required to sit and pass the SAVC examination.

The Head of School and the Principal/Vice-Chancellor are formally notified in writing of terminal accreditation and the reasons for the decision.

Within six (6) months of the assignment of terminal accreditation the school must submit a comprehensive plan that details how it will protect the educational interests of currently enrolled students.

The school will provide an annual, detailed report to the SAVC describing and validating its compliance with the plan, any changes made and their rationale.

To maintain its terminal accreditation status the school must:

- a) Either enrol no additional students or inform newly enrolled students that the SAVC is terminating accreditation and they may be registered to practice a veterinary profession only on passing the SAVC examinations
- b) Commit sufficient resources temporarily to comply with SAVC standards so as to protect interests of the remaining students (e.g. in case of staff deficiencies, hiring staff on fixed term contracts to see students through graduation)
- c) Compensate for deficiencies that cannot be rectified (e.g. outsource to other institutions that have essential expertise, facilities or equipment).

The SAVC may send representatives to visit the school to assess and report on compliance with conditions and recommend whether accreditation should continue.

The SAVC may terminate the accreditation prematurely if the school fails to comply with conditions. All students enrolled at that time will then have to sit SAVC examinations. Extraordinary measures should be taken to try to avoid this while maintaining SAVC standards.

Procedures for new South African veterinary schools

South African Universities contemplating a new veterinary school must liaise with SAVC concerning the standards that must be met for SAVC to register graduates to practise. SAVC requires credible evidence of planning, implementation deadlines and intended student numbers that will ensure standards are met in good time for each successive year of the course.

SAVC will assist with feedback that informs the university of compliance with standards in its planning and execution. The University will be informed that accreditation is considered after a visitation and is driven by compliance with the 12 accreditation standards. There will be two visits, one during the first final preclinical year and one during the year prior to the first graduation.

The University must be kept aware of the consequences, national and international, of its graduates not being registered to practise as veterinarians with SAVC. The SAVC maintains the right to examine graduates considered for registration, if necessary.

The University shall submit an SER before each visit. The SAVC will consider the recommendations made after the visit during the first final year and decide accordingly. Additional, shorter, more focussed, follow up visits may be required.

Procedures for foreign veterinary degrees

Currently (2018) the SAVC recognises the veterinary degrees of Australasia and the United Kingdom and registers graduates without additional examination. This recognition is maintained by mutual representation at visitations conducted by AVBC, RCVS and SAVC. The SAVC will consider the accreditation of other veterinary degrees on the basis of compliance with the standards and in consultation with AVBC and RCVS.

The status of the degree programmes, conditions and procedures for established schools and new ones that have not graduated students apply. The submission of an annual state of school report will also apply.

CHAPTER 4 – Guidance for universities on preparing for a visitation

The university should appoint a coordinator to closely liaise with the SAVC.

Self-Evaluation Report (SER)

The SER drives the evaluation process. Its main component is to report on how the standards (Chapter 2) are met. The veterinary school should provide a comprehensive but concise report of no more than 100 pages with no more than 50 pages of supporting documents on all aspects of education and training. It is recommended that the school begins the SER 14 months before the visit with key school leadership involved.

Detailed guidance and a template for the report are provided in Annex 1. The school may consult the SAVC via the PCO concerning information requested or interpretation of guidelines.

In schools with a departmental structure each department should give a brief overview of the main aspects of its structure and functioning as a separate appendix to the SER.

Comments on weaknesses and strengths in should be made with brief mention of remedial actions being considered to correct weaknesses.

The SER must be submitted to the SAVC **three (3) months before the visit in electronic and printed copy format**. Should this deadline not be met the SAVC reserves the right to postpone the visit.

Sufficient printed copies should be submitted for each visitation team member plus 2 copies for SAVC.

Information required in addition to the core SER

Annex 1 details additional information that is required but which is **not to be included in the core report**.

Online information

Online access which includes subject title, credit point value where appropriate, semester and year position, aims, learning outcomes, staff teaching, hours, delivery method and assessment mode should be available to visitors 1 month before the visit for each unit of study.

Materials in visitor base room

A meeting and base room should be provided for the visitors on site. It must be secure, lockable and allow confidential meetings. Internet and wifi access should be provided. Background information for visitors to examine should include the following:

- Student handbooks
- Examples of the range of EMS reports
- Any understanding, contracts or governance documents relevant to external teaching and training practices and sites
- School and teaching hospital budgets and current financial reports
- Strategic/business operating plans
- External and internal review reports
- Outcome assessment reports and student logs detailing achievement of Day One Competences
- External examiner reports
- Examination question papers and scripts at different grading levels, course work, examiners' reports and assessment summaries
- Details of the composition, duties, powers, relationships and group representation for all committees and delegated authorities relating to the programme
- SAVC compliant CPD records for all staff registered with SAVC

Visitor timetable

Normally the timetable is as follows:

Sunday: Visitors meet at accommodation for informal meeting structured and led by the team leader.

Monday: Head of School welcomes visitors, introduces senior staff, outlines and discusses the mission statement and gives an overview of the school. The team then conducts a campus tour.

Tuesday to Thursday: Meetings, more detailed tour of facilities, evening meetings to discuss findings and make progress in generating the report.

Friday: Prepare and deliver the exit interview. Complete rough draft of the report extending into evening, if necessary.

Saturday: If necessary, the team leader and PCO attend to final details of the report. Other team members depart.

SAVC and the University's coordinator for the visit will agree on a timetable at least three (3) months before the visit. It should include:

- The head of the institution and the heads of departments/administration at the start of the visit.
- Meetings with staff (senior and junior) and representatives of other teaching staff, support, technical and administrative staff, under- and postgraduate students, interns, residents and research staff.
- Meeting with the student representative council. Meetings with other students may, however, be informal over visitor lunch breaks. They may involve representatives from each year but any student should feel free to speak to the visiting team at times advertised in advance of the visit.
- Meetings with stakeholders requested by the SAVC (e.g. State and other employers of veterinarians, recent graduates, private practitioners as employers, users of the school's services in clinical (referral services), continuing education and post graduate programmes).
- Time must be allocated to visit a representative example of off campus teaching and training facilities.
- During the week one "open hour" should be allocated for individual members of staff or student bodies to meet privately and confidentially with the team at an appropriate venue. It must be prominently advertised to staff and students before the visit. SAVC will provide telephonic and e-mail contact details for people wishing to communicate in these ways or arrange an alternative meeting time.
- Time should be allocated for the visitors to read and consider required material provided and displayed in the visitors' base room.
- Access to the university intranet and other electronic devices should be provided to enable visitors to view teaching and learning using these means.

- Time should be provided late in the week for revisits to selected facilities or staff, if considered necessary.
- The team will meet privately in their accommodation each evening to discuss findings and commence to generate the report.
- As it pleases the university may arrange an informal dinner during the week for visitors, staff and selected university guests.
- On the final day, time should be allocated for the visitors to prepare summarised feedback to the Head of School and the Principal/Vice-Chancellor.

Other arrangements

- SAVC will arrange suitable local accommodation for the team.
- Visitors are expected to make their own travel arrangements.
- The university is expected to arrange daily transport between accommodation and site and from site to all facilities.
- The university should provide name badges and security compliance for the visitors.

Accreditation and visit fees

South African visits

SAVC charges no visitation or accreditation fees for visits to South African schools. All expenses of the visitation team should be borne by the institution being visited.

Visits to other countries

Universities will pay an accreditation fee for visits to schools in other countries to cover SAVC administrative costs, travel, accommodation and remuneration costs of SAVC team members. Invoices must be settled in full before visits. The accreditation fee covers the 7 years period of accreditation and any evaluation of annual reports or other information.

CHAPTER 5 – The visiting team

Appointment and composition of visiting team

Visitors are appointed for a visit by the SAVC from a list of approved nominees on recommendation of its Education Committee.

Criteria for appointments are detailed in Annex 5. SAVC maintains an open invitation to people who wish to be considered as visitors. Visitors may be selected from other accreditation bodies. An academic visitor from an African school is normally selected.

Six visitors, not including observers, and a student visitor are considered a desirable minimum, but needs of representation and expertise for certain visits allow flexibility. In the case of a joint visitation with other accreditation bodies, each participating body

appoints an agreed number of visitors. Student visitors must have no connection with the institution being visited. Other conflict of interest criteria apply.

Suggestion: Members of the visitation team

- **Team leader / chairperson:** A senior member of the profession, with experience being a member of two other visits (not necessary in South Africa or the School being inspected). The team leader should have academic and/or professional leadership experience, an understanding of the funding and other requirements of veterinary education. If the team leader does not have senior academic credentials then at least one other team member must have. The team leader may not concurrently serve as chairman of the SAVC's Education Committee. If he/she is member of the Education Committee he/she must be recused from any debate, decision or vote on the report.
- **Council member:** A representative from Council, with prior visitation experience. If council does not have a member with visitation experience, the representative shall de facto be the chair of the Education Committee of the council.
- **Members of the profession:** The profession being evaluated, should have two members present nominated by the association representing the profession being evaluated. The members in question should have ten years of experience in the profession and should not be involved with the institution as within the last two years as a lecturer (or presenter within any module), a member of the advisory committee, or as an external examiner. The latter will allow for an unbiased view of the school being evaluated. The expertise of persons should cover preclinical and clinical sciences, food hygiene and public health and a broad species range. Clinical subjects must be covered by at least one clinical practitioner.
- **External member:** A senior member of the profession invited from outside of the country, and who has not trained at the institution being inspected.
- **Observers:** An observer can be any member, such as members from other schools, from an international accrediting body or representing the interests of another meeting, who(m) attend the meeting to oversee the process. The observers may participate in all activities, including raising questions to students, staff and senior staff. First time visitors must be fully informed and briefed before the visit and during the initial meeting before the start of the visit.
- **Higher Education representative:** A member of the Council on Higher Education (CHE), who attends in terms of the Higher Education Act, as determined by the CHE.
- **Student member:** Any student registered with any other institution recognised by the SAVC, within South Africa. The student's role is to evaluate student life, and to ensure that these aspects of the SAVC requirements are adequate being met by the institution.

Visitors are expected to consider all areas of the programme in a team context and not isolate themselves in their area of expertise. The team leader designates each visitor prime and secondary responsibility (first and second rapporteur) for one or more standards. First and second rapporteurs shall lead questioning on the standards designated to them and cooperatively prepare the draft report. Draft reports for all standards are discussed, amended and approved by the whole team in session.

Conflict of interest policy

To ensure a fair objective evaluation process all team members are informed of the SAVC's conflict of interest policy and are required to sign a standard declaration.

Visitors should not be recent graduates or recent full-time employees of the school; neither should they have business, personal or family relationships with school leadership (head of school, deputy and departmental heads). However, the fact that most South African appointees are graduates of the single veterinary school creates greater conflict of interest potential. It must therefore be identified early, managed and dealt with sensitively in negotiated agreement involving the SAVC, the school and the nominated visitor.

Advice regarding conflicts of interest and their management can be requested from SAVC.

The head of the school being visited has the right to challenge the SAVC on appointment of a visitor with a conflict of interest or ask for it to be managed in a mutually acceptable manner. Such challenge should be made within two weeks of formal notification of the team. The concern will be resolved by the SAVC's Education committee with a replacement visitor or alternative solution that satisfies the university.

Guidance for team leaders

Team leadership is key to a successful visit. Together with the SAVC visitation Programme Coordinator (PCO), the leader communicates with the university, relevant SAVC staff and the visitors and ensures that the visitors address all SAVC requirements throughout the process to submission of the report. All communication shall be reduced to writing and sent through the PCO.

Starting 24 months before the visit, the team leader and PCO will determine the timing of the visit. Then the structure and timetable for the visitation week, meetings to be held and sites and departments to be visited should be arranged. The PCO will liaise directly with the University and the school on the leader's and SAVC's behalf. The leader designates responsibilities to each visitor.

The team leader will ensure that each member with primary responsibility for a section/standard provides a preliminary report, based on study of the SER, with initial "findings" and "recommendations" for circulation to members four (4) weeks before the visitation. A meeting for questions and discussion via teleconference or on the Sunday

before the visitation will be held, as the team leader chooses. Questions that arise shall be promptly forwarded to the Head of School.

The leader will chair all the meetings with school leadership, staff, students and stakeholders. The leader may request visitors to lead questioning on their designated standards. The leader may also allow any visitor to ask relevant questions, but must conclude all meetings strictly within their allotted time.

The visitors will meet with senior members and officials of the university. The team leader will lead the team's participation.

In consultation with the team the leader compiles a brief oral report which is delivered to the Principal/Vice-Chancellor, the Head of School and senior school and university staff. The report is limited to facts, especially important strengths and weaknesses, with reference to the standards. It must not be prescriptive, refer to or make any recommendations regarding accreditation as such.

The leader must ensure that all team members are well informed and consistent in their interpretation of the standards and understanding of SAVC education policies and requirements. Advice given to universities must be as uniform and consistent as possible. Visitors must be restrained from allowing any of their special, narrow interests to predominate and risk the report's good balance. Visitors must be guided to gather information without being judgmental and to comment without undue positive or negative emotion. Private conversations with staff on any aspect of the programme should be avoided.

The leader must ensure that visitors understand that differences in methods of achieving Day One Competences are acceptable and can be acquired in collaboration between veterinary schools. Flexibility, innovation and diversity in approach are desirable provided requirements are met.

Visitors all contribute towards the visit report as whole as well as in their designated roles. The leader, with assistance from the PCO, edits and takes responsibility for the final report. The leader is also the final arbiter in of any corrections to factual points raised by the school.

The leader may be required to attend a follow up visit after the main visit and to attend any meetings with SAVC to complete the accreditation process after the visit.

Guidance for visitors

Visitors are required to conduct themselves professionally, courteously, and respectfully during all visitation business with all people involved.

Visitors must:

- Remember that the objectives of accreditation include verifying that a programme meets the agreed standards required for registration in South Africa, encouraging

and stimulating progress in raising of standards, and involving the institution in evaluation and planning.

- Limit themselves to gathering facts uncritically and unemotionally, be discrete in comment and maintain a positive attitude.
- Ensure confidentiality of all materials, discussions and reports of the visit are confidential.
- Discuss the "state of a school" ONLY with team members and appropriate SAVC staff.
- Study the school's Self-Evaluation Report well in advance of the visit to acquire an understanding of the school and its operation and to identify flaws.
- Be prepared for five and a half days of work followed by long evenings of discussion.
- Participate in all aspects of the visit.
- Focus on main task of the standards of accreditation.
- Be punctual always.
- Participate in all functions of the visit.
- Dress in corporate/professional attire for all site visit activities.
- Wear identification badges at all times.
- Act as a courteous guest of the university and is there to assist it and its veterinary school in meeting its mission and goals.
- Maintain good communication with the PCO and the team leader from the time of their appointment until the completion of the report and address any problems promptly.

Visitor team members must not:

- Bring preconceived ideas about the school to the visit.
- Have a personal agenda regarding the school, its programmes, or people.
- Become separated from the team unless so assigned by the leader.
- Become involved in a confrontation involving any issue of the visit.
- Compare schools or programmes. Each school and its programme will be unique and evaluation according to the standards permits desirable innovation and diversity.
- Offer judgments on any problems encountered during the visit.

Guidance for observers

Two categories of observers, those in a training role and those from other accrediting bodies or veterinary schools, may form part of the team. They will have different roles. The university must be informed of the observers, their categories and their roles.

Observers from other accrediting bodies

For some visitations involving multiple accrediting bodies, there may be "observers" representing an accrediting body whose role is to act as an independent member of

the visiting team – not as a subject expert who has responsibility for evaluating specific aspects of the course or facilities. Their role is to act as an auditor of the visitation process on behalf of their accrediting body. They are required to observe proceedings and during the visit report back to their parent body on the fairness of the process. They may take part in all discussions and meetings of all kinds. They may be called on, for example, to give guidance on interpreting the specific requirements of their parent accrediting body. They may not vote on compliance with the standards. They enable their parent accrediting body to evaluate the quality of the findings and recommendations of the visitors.

Other observers

Other observers may be invited by SAVC to attend a visit in a training role, or as a representative of another accrediting body that is not party to a mutual recognition agreement with SAVC. The invitation will be made with the agreement of the team leader and head of school concerned. Such observers will receive a copy of the school's Self-Evaluation Report before the visit, but will not submit draft reports or comments, and will not vote on compliance with the standards. They will play a passive role during the visit and are not expected to contribute to the discussions with school staff, unless otherwise agreed with the chairperson. The leader may permit them to contribute constructively to discussions between the visitors in private session. They must abide by all aspects of the guidance set out above for visitors. SAVC will pay the travel and accommodation expenses of invited trainee observers. All other observers attend at their own expense.

Visiting team modus operandi

The university must be made aware that comments made at any stage during the visit regarding any standard are not a final determination. The team leader should preface the oral exit report with this information and state that the report represents the majority view of the visiting team. This is considered by the SAVC Education Committee together with its detailed deliberation on the recommendations in the final report. The status of each standard and the overall accreditation status therefore rests solely with the SAVC.

Each evening during the visit, all team members meet to capture recommendations, commendations and queries still to be clarified. The draft report is generated and added to in the light of information gained during the day. On the last evening of the visit the draft report is completed and recommendations agreed upon. Each recommendation must be based on a "finding" noted at the end of one of the sections of the report. Each finding must be based on information contained the section involved. The "background" section of the report will normally have been prepared beforehand by the SAVC staff, based on information in the SER. The visiting team will verify the information is correct, and edit, correct and add to it if necessary before using it to make its findings and recommendations based thereon.

At the conclusion of the visit the team holds exit interviews with the head of school and with the Principal/Vice-Chancellor of the institution to on its findings. The exit interview with the head of school and others of the head of school's choosing, completes the visitation of the university and precedes the exit interview with the Principal/Vice-

Chancellor or, if unavailable, a duly authorised representative and officers of the university administration that the Principal/Vice-Chancellor may choose. The exit interview is a critical part of the site visit. All team members must attend. The chairperson of the visitor team is responsible for developing and delivering the remarks for the exit interview. The team assists the leader in preparing the oral report. The leader may invite members to comment on the sections of the report drafted by them.

Relationships and interactions during the accreditation process must be collegial. Both SAVC and the school should cooperate in reaching the common goal of good quality veterinary education in a spirit of mutual trust. The Head of School and other administrative officers should develop a sound knowledge of the standards, the measures and resources required to meet them and the consequences of failure to do so.

Notes for visitors

The SAVC will send every visitor a Microsoft Office compatible electronic copy and a bound copy of the SER at least three (3) months before the visit takes place. Most of the communication with SAVC, including circulation of draft reports, will be conducted by e-mail or other electronic file-sharing system, so it is important for visitors to maintain reliable internet access before and after the visit for all necessary communications with SAVC. Every visitor should bring a laptop computer to draft their contribution to the report and share information with other members.

By a date specified by the team leader visitors must have studied the SER thoroughly and prepared comments or queries on completeness, credibility, discrepancies and any other concerns. They should also prepare a draft outline report in their areas of designated responsibility. These comments make for a more productive teamwork, save time and facilitate on-site verification. The comments/queries should be sent to the SAVC PCO four (4) weeks before the site visit takes place. A teleconference meeting of the team and other communication may be arranged before the visit to discuss concerns that should be raised with the school about SER content and to ensure visitors understand their respective roles.

During the visit visitors must complete their section of the draft report, agree on it with the secondary responsible visitor, submit it for discussion and hand the approved draft to the team leader to prepare the oral report by the time he/she stipulates.

Travel and subsistence

All visitors are responsible for making their own arrangements for travelling to and from the hotel at the start and end of the visit. The SAVC will pay all reasonable travel expenses for appointed visitors, normally at the SAVC's travel rate or economy flights. Receipts must be provided for all expenses. Travel arrangements during visitation week will be arranged by SAVC and the university.

For South African visits, hotel accommodation and meal expenses during the visit will be settled by SAVC for SAVC appointed visitors. The costs for visitors from other

accrediting bodies may be passed on to the university, depending on the policy of that accrediting body and reciprocal or other arrangements. Visitors will pay for any extraordinary meals/drinks they may order or other services such as personal telephone calls.

SAVC will pay an allowance to RCVS / AVBC nominated members of visitation teams at the currently applicable SAVC professional rate. Visitors attending on behalf of another accrediting body should check with their parent body on its remuneration, travel and subsistence policies. If the visit is joined by the Higher Education Quality Committee (HEQC), (a sub-committee on the Council on Higher Education (CHE), then the HEQC will be responsible for their costs.

Payment of allowances and other expenses will be made after the visit when the visitor has completed his obligations concerning the submission of the report and submitted an invoice and/or SAVC claim form for expenses.

Annex 1 – Self-Evaluation Report template

General

The Self-Evaluation Report (SER) is the cornerstone of the evaluation process. It should be the result of an in-depth review of the veterinary school and the education and training it provides to prepare its students to qualify to join the veterinary profession.

Preparation of the SER should begin about 14 months before the visit takes place to ensure an in-depth review of the school's degree programme education and its completion and submission to the SAVC PCO at least three (3) months before the visit. Participation of key staff is necessary in drafting a credible report. The SER must be written in English.

The SER should be complete, yet clear and concise. Unnecessary abbreviations, acronyms and unusual in-house terms should be avoided.

Guidance on preparing the Self-Evaluation Report

The main body of the SER and the supporting documentation should be no longer than 100 pages of text each respectively (10 point Arial font).

The SER must be prepared in MS Word compatible format only and sent to SAVC electronically. Hard copies for the team members should also be provided.

The visiting team will use information in the SER extensively so it is very important that the school ensures its accuracy and consistency. Credible factual content from the SER is often reproduced in the final visitation report.

Unnecessary explanatory material should be excluded from the core of the report. Extracts from official texts must be avoided. Necessary detail for explanation can be included as appendices or provided in the visitors' base room or to a website link.

The section, "Objectives" must include only the institution's general objectives (teaching, research, service, continuing and postgraduate education). Detailed curriculum objectives, which should be confined to Standard 9 ("Curriculum").

Timetables should make a clear distinction between hours per student and hours per teacher.

Research information provided on Standard 11 ("Continuing and postgraduate education and research") should focus on undergraduate student involvement.

Appendices should clearly follow the outline of the core evaluation report.

The core report should include precise cross-references to the exact place in the relevant appendix material. Electronically this can be achieved by using hyperlinks.

Useful information in the appendices must be carefully selected to clarify the core report without unnecessarily detailed information that does not improve understanding.

Dissemination of the Self-Evaluation Report

At least three (3) months before the start of the visit, the school must send to SAVC an electronic copy in MSWord compatible format and enough printed copies of the SER for all the visitors/observers attending the visit, plus 2 further printed copies.

The report must be made available to the veterinary school staff.

Staff meeting the visiting team should study the SER well, particularly those parts that concern them.

The SER and the visitors' report on the school are kept confidential until the final report and university's response has been received by SAVC Education Committee. The visit report will be sent to AVBC and RCVS in compliance with recognition agreements, but is otherwise only disseminated on the authority or with the permission of the university.

Self-Evaluation Report layout

The sections of the SER must be drafted in line with the guidelines and requirements set out below.

- (i) Introduction**

- (ii) Objectives**
 - Standard 1 – Organisation**
 - Standard 2 – Finances**
 - Standard 3 – Facilities and equipment**
 - Standard 4 – Animal resources and materials of animal origin**
 - Standard 5 – Information resources**
 - Standard 6 – Students**
 - Standard 7 – Admission and progression**
 - Standard 8 – Academic and support staff**
 - Standard 9 – Curriculum**
 - Standard 10 – Assessment**
 - Standard 11 – Continuing and postgraduate education and research**
 - Standard 12 – Outcomes assessment**

Appendices as required

All standards must be addressed and all the questions in the template answered. If there is no activity in the school which corresponds to the question, state “not applicable”. Each school has unique features so if the school has difficulty using the format requested, a different format that matches the school’s own structure may be provided with an explanation for the difference. Difficulties may be communicated to SAVC via the PCO so that any problems may be resolved.

For each standard, sub-divide the chapter as follows:

- Facts (lists, tables, numerical data, descriptions)
- School comments
- Suggestions for improvement in sequential, descending order of importance.

Sometimes comments and suggestions are requested in the template. Otherwise they are made at the discretion of the school.

Information required in addition to the SER

The following additional information, **not included in the core report**, is required:

- An outline in summary style of major changes since the previous site visit
- A list, appended to the report, of current academic staff, their teaching responsibilities, FTE status, qualifications, departmental affiliations and registration status with SAVC
- A curriculum handbook / study guide as available to lecturers and students
- A detailed timetable for each academic year.
- A map of the institution with map references and indication of floors to assist the team with suggested routes for various stages
- Information detailing the units of study and rotations throughout the programme as follows:
 - Title, reference, year or semester position, whether compulsory or elective
 - Formal content of units of study, hours, modes of instruction

i) Introduction

An outline in summary style of the major changes at the school since the previous visitation should include:

- response to the recommendations of the last SAVC visit
- main organisational changes
- new policies relating to teaching
- list of new buildings and major items of equipment
- main changes to the study programme
- important decisions made by the management of the school or the authorities responsible for it
- any changes in funding and major staffing changes
- Any major problems encountered by the school, whether resolved or not.

(ii) Objectives

1. Facts

Describe the school's mission and official list of the overall objectives.

- Who determines the school's official list of objectives?
- How is the list revised?
- Is there a system for assessing the achievement of the school's general objectives? If so, please describe it. If there is no official list, please indicate the objectives that guide the school's operation.

2. School comments

In your view, to what extent are the objectives achieved?

3. School suggestions for improvement

If improvements are required, please list your suggestions for change in order of importance.

Standard 1 – Organisation

[Refer Chapter 2, Standard 1 (1.1 – 1.4)]

1.1 Facts

- Name of the school
- Address, telephone number, e-mail contact and website address
- Title and name of Dean/Head of School
- Address of the university
- Details of the authority overseeing the school and under which it operates
- Provide a copy of the mission of the school which should address its commitment to teaching, research and service, providing training and opportunities to undergraduates in an acceptably broad range of domestic species and excellence in all aspects of programme delivery
- Provide a copy of the strategic and operating plan of the school that indicates how it identifies and deals with strengths, weaknesses, opportunities and threats
- Provide a diagram of the administrative structures showing the school in relation to the university or overseeing authority
- Provide a diagram of the internal administrative structure of the school (councils, committees, departments, etc.)
- Describe briefly the responsibilities, constitution and function of the main administrative bodies (councils, committees, departments, etc.)
- Describe briefly the mechanisms for staff and students to influence the school's direction and decision-making processes.

- Indicate the involvement of external stakeholders (e.g. professional, public) in the school
- Describe processes for the appointment of the senior officers of the school (Dean, Principal or Head, Deputy Dean, Heads of Department, etc)
- Explain how the school obtains and directs resources to achieve its mission.
- Who is responsible for the clinical teaching hospital?
- Who is responsible for distributed teaching activities of the school?
- Describe organisational structures that ensure alignment of the veterinary programme, veterinary teaching hospital operations and university/school curriculum leaders to support student learning
- Describe arrangements to ensure the continuity of core curricular partnerships
- State the institution's mission and list the overall objectives.

- Who determines the objectives and how are they revised?

- How and how frequently are achievements of the objectives assessed?

- Indicate how the objectives are aligned with the national objectives, the specific needs of the country, regional and international relevance.

- Describe how the institution's Advisory Body is constituted, its functioning, succession planning and the roles of the Advisory Body members.

1.2 Comments

- Comment on how the organisation of the veterinary school contributes to achievement of the school's mission.
- Comment on the effectiveness of the school's processes for managing risks to the veterinary programme.

1.3 Suggestions for improvement

- If improvements are required, please list changes in order of importance.

Standard 2 – Finances

[Refer Chapter 2, Standard 2 (2.1 – 2.4)]

Finance is a complex standard to report on because of the considerable variety in university and school management of finances. Liaison between the school and SAVC during preparation of the SER must be close to ensure definitions, items to be included or excluded, reporting format and any other requirements are understood.

2.1 Facts

- Complete the tables below.
- Provide the full budget for the school. An explanation of the university funding model for the veterinary school must be provided as an appendix.
- Analyse trends in revenue and expenditure over the past 5 years and describe anticipated future trends
- Compare hospital income to hospital operating costs.

Expenditure

This means the total expenditure made by the school itself and by other bodies on behalf of the school (e.g. the university).

Specify the calendar year or academic year to which your information refers.

Wages and salaries should include all contributions and benefits.

"Utilities" are water, electricity, gas, fuel, etc.

Cost of training

The cost of education is complex because several headings of expenditure cover both teaching and research, resulting in direct and indirect expenditure.

The cost of training calculated in the table is only part of the total cost.

Annual direct cost of educating a veterinary student

The numerator comprises:

a1 - salaries of teaching personnel

a2 - salaries of support staff

b2 - expenditure relating to teaching

c1 - equipment relating to teaching

e - total cost

Cost = $\frac{a1 + a2 + b2 + c1 (= e)}{\text{number of students in undergraduate training}}$

Direct cost of training for a degree

This cost is obtained by multiplying the direct annual cost of training a student by the average number of years of training for a student.

Table 2.1: Annual expenditure of the school last 5 years

Area of Expenditure	This year R	N -1 R	N -2 R	N -3 R	N -4 R
a. Personnel					
a.1 teaching staff					
a.2 support staff					
a.3 research staff					
<i>Total for a</i>					
b. Operating Costs					
b.1 utilities					
b.2 expenditure relating specifically to teaching					
b.3 expenditure relating specifically to research					
b.4 general operations (excluding the above)					
<i>Total for b</i>					
c. Equipment					
c.1 teaching					
c.2 research					
c.3 general (or common) equipment					
<i>Total for c</i>					
d. Maintenance of buildings					
e. <i>Total expenditure</i>					

Table 2.1.1: Projected future expenditure of the school for next 5 years

Area of Expenditure	This year N R	N +1 R	N +2 R	N +3 R	N +4 R
a. Personnel					
a.1 teaching staff					
a.2 support staff					
a.3 research staff					
<i>Total for a</i>					
b. Operating Costs					
b.1 utilities					
b.2 expenditure relating specifically to teaching					
b.3 expenditure relating specifically to research					
b.4 general operations (excluding the above)					
<i>Total for b</i>					
c. Equipment					
c.1 teaching					
c.2 research					
c.3 general (or common) equipment					
<i>Total for c</i>					
d. Maintenance of buildings					
<i>e. Total expenditure</i>					

Table 2.1.2: Sources of expenditure for the veterinary teaching hospitals for last 5 years

Costs	This year N £	N -1	N -2	N -3	N -4
1. Salaries for support staff					
2. Salaries for teaching staff					
3. Maintenance of buildings and equipment					
4. Costs of consumable items, drugs, etc. incl. stock carried in-house					
5. Equipment costs and depreciation					
6. Costs of maintaining teaching animals					

Table 2.1.3: Projected future expenditure for the veterinary teaching hospitals in next 5 years

Costs	This year N R	N + 1 R	N + 2 R	N + 3 R	N+ 4 R
1. Salaries for support staff					
2. Salaries for teaching staff					
3. Maintenance of buildings and equipment					
4. Costs of consumable items, drugs, etc. incl. stock carried in house					
5. Equipment costs and depreciation					
6. Costs of maintaining teaching animals					

Table 2.1.4: Cost of veterinary training for the last 5 years

Costs	This year (N)	N-1	N-2	N-3	N-4
1. Annual cost of training a veterinary student					
2. Cost of training a veterinary student for full degree programme					

2.2 Revenues

- State the calendar or academic year.
- Indicate what financial support is provided directly by the central administration (e.g. maintenance, power, library etc).
- Provide revenue for **operational** activities. Exclude revenue for capital projects or major renovations.
- Total revenue should be equal to the sum of revenues from different sources, i.e. $a+b+c+d+e = f$.
- Revenue from public sources (item a) can fluctuate. Please give the total of this revenue for the past five years in table 2.2.1.

Table 2.2.1: Annual revenues of the school for the last 5 years

Revenue source	This year N R	N – 1 R	N – 2 R	N – 3 R	N-4 R
a. revenue from the State or public authority					
b. revenue from private bodies					
c. revenue from research					
d. revenue earned and retained by the school					
d.1 registration/tuition fees from students					
domestic students					
international students					
d.2 revenue from continuing education					
d.3 revenue from clinical activities					
d.4 revenue from diagnostic activities					
e. revenue from other sources					
f. Total revenue from all sources					

Table 2.2.2: Projected future revenues of the school for the next 5 years

Revenue source	This year N R	N + 1 R	N + 2 R	N + 3 R	N+ 4 R
a. revenue from the State or public authority					
b. revenue from private bodies					
c. revenue from research					
d. revenue earned and retained by the school					
d.1 registration/tuition fees from students					
domestic students					
international students					
d.2 revenue from continuing education					
d.3 revenue from clinical activities					
d.4 revenue from diagnostic activities					
e. revenue from other sources					
f. Total revenue from all sources					

Table 2.2.3: Sources of revenue for the veterinary teaching hospitals for the last 5 years

Income sources	This year N R	N – 1 R	N – 2 R	N – 3 R	N – 4 R
1. Core funds from University					
2. Income from business activities					
3. Sponsorship from industry					
4. Benefaction and donations					
5. Grants for equipment					

Table 2.2.4: Projected future revenues for the veterinary teaching hospitals for the next 5 years

Income sources	This year N R	N +1 R	N +2 R	N +3 R	N +4 R
6. Core funds from University					
7. Income from business activities					
8. Sponsorship from industry					
9. Benefaction and donations					
10. Grants for equipment					

- What percentage of income from the following sources does the veterinary teaching school have to contribute to other bodies (university, etc.)?
 - clinical income
 - commercial and practitioner consulting
 - research grants
 - other (explain)

Indicate the proportion of additional income that is retained within the institution in each case.

- Outline how the allocation of funding to the school is determined, and by what body. If a significant proportion of the allocation of funds, is linked to a factor (e.g. student numbers, research output), please describe this.
- Please provide details of the funding model used and the areas that the school must cover from its operating budget.
- Outline how the allocation of funds within the school is decided.
- Indicate how the basis for funding the school compares with those teaching other courses (e.g. whether veterinary training receives a higher budget weighting compared to other disciplines in the university).
- Describe briefly the mechanism(s) for funding capital expenditure (e.g. building work, major items of equipment), and how decisions are taken on this.
- Do students pay tuition and or registration fees? If so, how much are they?
- How are the fees are decided?
- How are the funds are distributed?

2.3 Comments

Besides the points below add any general comments that may help the team evaluate the school's finances.

- Comment on any of the standards that are particularly difficult to fulfil in the present financial situation.
- What is your number one priority for the use of any increased funding?
- Comment on the degree of autonomy and flexibility available to the veterinary school in financial matters.
- Comment on the percentage of income from outside services that the veterinary school is permitted to retain for its own use, and on the extent to which loss of this income acts as a disincentive for the services concerned.
- Comment on the projected budget for the next calendar year and any major financial changes anticipated over the next 5 years.

2.4 Suggestions for improvement

- If you are not satisfied with the situation, please list your suggestions for change in order of importance.

Standard 3 – Facilities and equipment

[Refer Chapter 2, Standard 3 (3.1 – 3.10)]

3.1 Facts

3.1.1 General information

- Describe the major functions of, or activities that take place in, the facilities used by the school.
- Provide a map that indicates the principal facilities of the school and give distance and travel times to any off-campus facilities.
- Describe the strategy and programme for upgrading and maintaining buildings and equipment.
- Describe health and safety measures in place in the premises used for learning and teaching, including posted information (e.g. isolation facilities, radiology) and documented compliance.
- Describe the recreational, study, locker and food facilities available to staff and students.

3.1.2 Premises used for theoretical, practical and supervised teaching

The same room should not be entered under two or more headings, even if it is used, for example, for both practical and supervised work.

Table 3.1.2 a: Premises for lecturing

<i>Number of lecture halls</i>									
<i>Number of places per lecture hall</i>									
Hall	no. 1	no. 2	no. 3	no. 4	no. 5	no. 6	no. 7	no. 8	etc.
Places	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total number of places in lecture halls:									

Table 3.1.2b: Premises for group work (i.e. not practical/laboratory work)

<i>Number of rooms that can be used for group work (supervised work)</i>									
<i>Number of places in the rooms for group work:</i>									
Room	no. 1	no. 2	no. 3	no. 4	no. 5	no. 6	no. 7	no. 8	etc.
Places	.....	.....	.....	.....	.....	.....	.....	.....	.....
Room	no. 9	no. 10	no. 11	no. 12	no. 13	no. 14	no. 15	no. 16	
Places	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total number of places in rooms for group work/supervised work:									

Table 3.1.2c: Premises for practical work

<i>Number of laboratories for practical work by students + number of places per laboratory</i>									
Room	no. 1	no. 2	no. 3	no. 4	no. 5	no. 6	no. 7	no. 8	etc.
Places	.....	.....	.....	.....	.....	.....	.....	.....
Total number of places in laboratories:									

3.1.3 Premises for animals

Briefly describe the facilities for rearing and maintaining normal animals for teaching purposes. If the school has no farm of its own, explain the practical arrangements made for teaching subjects such as animal husbandry, herd health and the techniques of handling production animals.

Premises used for clinics and hospitals

Briefly describe the facilities available within the clinics and hospital of the school and contracted (distributed) teaching practices and how standards are monitored and maintained.

Table 3.1.4 Places available for clinics and hospitalisation

Enter the number of animals that can be accommodated, not the number of animals used. If premises are used to accommodate different species of animal enter only once in the table.

Number of hospitalisation places for cattle	
Number of hospitalisation places for horses	
Number of hospitalisation places for small ruminants	
Number of hospitalisation places for pigs	
Number of hospitalisation places for dogs	
Number of hospitalisation places for cats	
Number of hospitalisation places for other species	
Number of animals that can be accommodated in isolation facilities:	
Small animals	
Farm animals and horses	

3.1.5 Diagnostic laboratories and clinical support services

Briefly describe the facilities available for clinical pathology and diagnostic pathology.

Central clinical support services

Indicate the facilities available for clinical services (e.g. diagnostic imaging, anaesthesia, etc.)

3.1.6 Abattoir facilities

Provide evidence that the school has access to appropriate abattoir facilities, and that these facilities have the capability of meeting the teaching needs of the programme. Are there any factors, including seasonal operations, which may limit access by students? Provide evidence of continuity of availability.

3.1.7 Foodstuff processing unit

Describe access that the school has to foodstuff processing units for teaching.

3.1.8 Waste management

Describe the legally compliant systems and equipment used for disposing of waste material; cadavers, carcasses, biological waste of different types, excreta, etc.

3.1.9 Future changes

Outline any proposed changes in the premises that will have a substantial effect on the school and indicate the stage which these have reached.

3.2 Comments

- Evaluate the adequacy of on and off campus veterinary school facilities and their maintenance.

3.3 Suggestions for improvement

- If you are not satisfied standards are fully met, please list your suggestions.

Standard 4 – Animal resources and materials of animal origin

[Refer Chapter 2, Standard 4 (4.1 – 4.7)]

This chapter covers animals and materials provided for students in pre- and para-clinical subjects (e.g. anatomy, animal handling/husbandry, necropsy, abattoir and public health, as well as clinical caseloads.

Facts

4.1.1 Anatomy

Indicate the materials that are used in practical anatomy training and how these are obtained and stored.

Indicate the nature of further animal use in teaching other basic subjects.

4.1.2 Pathology

Ratio: students/post-mortem animals (numerator = 1)

$\frac{\text{Number of students graduated in the last year}}{\text{Number of cadavers necropsied}} = \frac{\quad}{\quad} = 1$

A sufficient number and species-balance of cadavers is required for necropsy to ensure students have adequate training to conduct a full systematic necropsy on any of the major domestic species.

Table 4.1: Number of necropsies over the past five years

Species		Number of necropsies undertaken					Estimated % of necropsies observed by or undertaken by veterinary undergraduate students in most recent full year
		Yr N	N-1	N-2	N-3	N-4	
Food-producing animals:	Cattle						
	Small						
	Pigs						

	Other farm						
Equine							
Poultry							
Rabbits							
Dogs							
Cats							
Other/exotic							

Note: State the actual year

Indicate species

If there are necropsies performed outside the normal pathology accessions, include these in Table 4.1

- Indicate the nature and extent of any additional sources of material for the teaching of necropsies and pathological anatomy, including slaughterhouse material.
- Indicate the number of post-mortems by species that would be undertaken by a typical student during training.

4.1.3 Production animals

- Indicate the availability of production animals for the practical teaching of students
 - on the site of the institution
 - on other sites the institution uses.

4.1.4 Food hygiene and Public Health

- Indicate the availability of animals and products of animal origin for the practical teaching of students in food hygiene, inspection and technology.

4.1.5 Clinical services used in student training

- Describe the organisation of clinical services which support student training.
- Describe how all clinical placements are supervised, organised and subject to good quality assurance.
- Provide evidence of systematic review and reflection (e.g. through assessment outcomes and student, staff and extramural practitioner feedback) on the effectiveness of the clinical educational experience.
- Outline the distributed and off campus clinical teaching experience. Describe the planning, supervision, and monitoring of students and the contractual relationships with placement providers (including health and safety compliance). Copies of contracts with external providers for core clinical teaching (distributive model) must be available for inspection confidentially during the visit.
- Describe similarly any distributed, off-campus clinical placements that are used for non-core rotations.
- Demonstrate that off campus facilities used in core curriculum instruction:
 - are of comparable standard to intramural facilities and SAVC facilities practice standards)

- are provided with dedicated learning spaces with access to university learning resources.
- Describe the respective roles of veterinary generalists and subject-matter experts in clinical instruction.
- Discuss how rotation group sizes affect students' clinical learning.

4.1.6 Case load

- Complete Tables 4.2 for the past two years. Data for earlier years should be available for the visitors during the visit. Summarise trends in case load for each main species group, and indicate if there have been any significant changes in case load and students' involvement in cases since the last visitation.
- Complete Table 4.4 for external placements for core rotations. Summarise any other formal external placements used for core teaching (e.g. practice, government services).
- Comment on the adequacy of patients (numbers, species, variety of cases) for the clinical teaching programme.
- Comment on the balance between first opinion and referral cases used for training students, and the extent to which students are involved in both types of case.
- Comment on the balance between cases for consultation, hospitalization and ambulatory visits.

4.1.7 Animal resources in students' skills development

- Describe the internal and external clinical resources that are used across species for the development of Day One competences in
 - Anaesthesia, routine and referral surgery
 - Emergency and critical care
 - Primary and referral medicine
 - Clinical pathology, diagnostic imaging
 - Making and using medical records
 - Veterinary business, client communication, ethics and professional practice during clinical rotations
 - Isolation procedures, safe chemotherapy, radiation therapy, pathogen surveillance
 - Client complaints, and oversight of clinical morbidity/mortality.
 - Farm ambulatory clinical experience (i.e. ill animals, not herd work)
- Provide evidence that students are active participants in the workup, care and clinical management of cases. Explain how the teaching value of cases are utilised.
- Demonstrate that the following apply:
 - small group clinical teaching by committed teaching staff who have advanced clinical experience
 - teaching methods that support and encourage students (under staff supervision) to investigate cases in depth

- opportunity for students to spend extended periods in discussion, thinking and reading to deepen their understanding of a case and its management
- opportunity for students to perform or contribute to extended diagnostic work up and problem solving of complex cases, including referrals, that are atypical or unusual.
- opportunity to understand and be involved in the full range of treatment options
- encouragement for students to demonstrate skills in evidence- and research-based clinical practice
- Assessment of clinical and procedural skills.

Table 4.2: Number of clinical cases involving students
4.2(a) – Production Animals

Production Animals	No. of cases in previous year involving undergraduate students											
	(a) Rec'd for consultation in school's clinics		(b) Number of hospitalized days		(c) Number of herd/flocks & average herd size		(d) Number of animals seen by students on farm/herd health visits (not including EMS)		(e) Estimate % of 1 st opinion v. referral cases per species seen by students			
	1 st open	Referral										
<i>Last full year; Previous year</i>	Yn	N-1	Yn	N-1	Y1	N-1	Y1	N-1	Yn	N-1	Yn	N-1
Cattle												
Small ruminants												
Pigs												
Food producing Rabbits & other production animals (specify)												
Poultry												

4.2(b) Companion Animals

Companion Animals	No. of cases in previous year involving undergraduate students										
	(a) Rec'd for consultation in school's clinics		(b) Number of hospitalized days		(c) Number of animals seen by students (not including EMS)		(e) Estimate % of 1 st opinion v. referral cases per species seen by students				
	1 st op'n	Referral									

<i>Last full year; Previous year</i>	Yn	N -1	Yn	N -1	Yn	N -1	Yn	N -1	Yn	N -1
Equine										
Dogs										
Cats										
Pet rabbits/ other/exotic/Wildli fe (indicate species)										

Table 4.3: Herd health programmes

COPY THIS TABLE AND COMPLETE SEPARATELY FOR EACH OF THE LAST 5 YEARS	Herd/flock health programmes provided through university-owned animals		Herd/flock health programmes provided through private-owned animals or government services	
	SITES (N) (Blank, if none)	ANIMALS (N)	SITES (N) (Blank if, none)	ANIMALS (N)
Dairy				
Beef Cow-Calf				
Beef feedlots				
Sheep				
Goat				
Pig				
Poultry				
Fish				
Horses				
Other				

Table 4.4: External placements

Placement name	Species	Duration of rotation	Rotations per year	Students per rotation	Patient numbers*	Core? y/n	Other comments**

*Patient numbers should be confined to the species that is the focus of the placement

** E.g. whether there are embedded university staff at the placement

4.2 Comments

4.3 Suggestions for improvement

- If there are factors that are limiting student exposure to species (e.g. urbanisation reducing production animal exposure) what can be done to address them.

Standard 5 – Information resources

[Refer Chapter 2, Standard 5 (5.1 – 5.2)]

5.1 Facts

- Briefly describe and comment on adequacy of information resources, including library, information technology and the e-learning platform (include university, school libraries and departmental/subsidiary libraries if relevant). Include staff and their qualifications/expertise. Include modernity of hardware and software.
- Describe IT support for staff and students and the qualifications of the support personnel.
- What access is available for students and staff to library and on-line information resources both on and off campus? At what times is the access available?
- Describe the relationship of the school and the central university in the provision of library, IT and e-learning services.
- Describe processes for evaluation of new technology for use within the teaching programme and management of change.
- Describe the use of learning aids such as simulations, mannequins and models.
- Describe the audio-visual and electronic learning media available to students and their role in supporting student learning and teaching in the programme.
- What support is available to the veterinary school for the design of on line learning materials?
- What IT facilities are available centrally, within the school and within the clinical training facilities?
- Describe the IT support for staff and students.
- What training is provided to students and staff in IT use?

Table 5.1: Library statistics (5-year comparison)

Year	Current (N)	N-1	N-2	N-3	N-4
Total budget					
Personnel					
Volumes held					
Number of paid-for journals					
Journal subscriptions (R)					
Acquisitions (Total)					

5.2 Comments

5.3 Suggestions for improvement

- List in priority order.

Standard 6 – Students

[Refer Chapter 2, Standard 6 (6.1 – 6.5)]

6.1 Facts

- Describe briefly how the number of student places is determined, including the contributions of government funded/subsidised places, non-subsidised domestic places, and places for foreign students to the total. Describe how applicants with disabilities or illness are considered and accommodated.
- Describe how applicants with disabilities or illness are considered and accommodated.
- Describe proposed changes in the number of students admitted and, if applicable, describe how the school plans to accommodate these changes.
- List and describe student services (e.g. registration, teaching administration, mentoring, welfare, counselling, tutoring, peer assistance, clubs, organisations).
- Explain the processes for supporting students who are performing poorly or become ill or disabled.
- Explain the methods that are used for identifying and remediating failing students.
- Explain what the school does to support graduates obtaining employment.
- Describe the mechanisms for students to articulate needs and wants to the school and how these influence school decisions.
- Describe the systems regularly used to collect student suggestions, comments, and complaints related to the standards for accreditation.
- Complete tables hereunder.
- What orientation and introduction services are offered new students?

Table 6.1.1: Numbers of veterinary students enrolled in the veterinary school

	This Year N	N -1	N – 2	N -3	N -4
<i>Year Zero/foundation years, if applicable</i>					
First year					
Second year					
Third year					
Fourth year					
Fifth year					
(insert lines for any additional years)					
#Graduated					

Table 6.1.2: Numbers of non-veterinary undergraduate students
 (If students on other courses, e.g. veterinary bioscience, veterinary nursing share any of the same resources as veterinary students, indicate their numbers here.)

	This Year N	N -1	N - 2	N -3	N -4
First year					
Second year					
Third year					
(insert lines for any additional years)					
#Graduated					

Table 6.1 3: Veterinary applications, offers, acceptances

	SA students		Other students		Total	
	A/P	O/A	A/P	O/A	A/P	O/A
Current year						
N -1						
N -2						
N -3						
N -4						

A/P = Applications/Positions available
 O/A = Offers made/acceptances

Table 6.1.4: Postgraduate students, including interns and residents (head count)

Enter the number of postgraduate students (excluding graduate students on the core veterinary professional programme) in the veterinary school.

	Interns (n)	Residents (b)	Resident +MSc (n)	Resident + PhD (n)	Other postgrad quals*	PhD
Current year						
N -1						
N - 2						
N - 3						
N - 4						

Enter each person in only one category
 *e.g. Diplomas, Masters, Postgraduate Certs.

6.2 Comments

6.3 Suggestions for improvement

Standard 7 – Admission and progression

[Refer Chapter 2, Standard 7 (7.1 – 7.5)]

7.1 Facts

- Summarise criteria for admission including prerequisite subjects
 - factors other than academic achievement used as admission criteria
 - measures to enhance student diversity and cater for disadvantaged groups (including compliance with government policy).
 - alternative routes of entry into the programme (e.g. Year Zero programmes; accelerated programmes for graduate entry).
- Give examples/links to materials/websites designed for applicants providing information on the programme, entry requirements and the selection process.
- Describe how the school reviews and reforms its admissions criteria and selection process.
- Comment on how successful the selection process is in meeting the mission of the school.

7.2 Veterinary student progression and attrition

- Describe the requirements for progression to a subsequent year of the course (examinations, completion of subjects).
- Describe the procedures for management of misconduct and fitness to practise and for the exclusion of students.
- Describe the mechanisms that the school has in place to identify and provide remediation and support for students whose performance is inadequate.
- Describe the policies for managing appeals against academic decisions, including admissions and progression decisions.
- Explain how this information is communicated to students.

Table 7.1.1: Attrition of veterinary students

Entering class	Total students	Relative attrition		Absolute attrition		Total attrition	
	n	Academic n (%)	Personal n (%)	Academic n (%)	Personal n (%)	n	%
N -5 (if required)							
N -4 (if required)							
N – 3							
N – 2							
N -1							
Current year							

Relative attrition: students who transfer to earlier years or transfer to another veterinary school.

Absolute attrition: students who leave and never return.
Students who intercalate (interpose into a year) are not included in this table.

Table 7.1.2: Average duration of veterinary studies

For students graduating in the current year (or immediate past year), how many have attended the programme for 4 – 10 years?

Duration of studies	Full course (n)	Advanced standing/accelerated programme (n)
4 years		
<i>(complete lines for each year)</i>		
10 years		
Average duration of study for students who graduated in the current year (or immediate past year)		

7.2 Comments

Comment on the following:

- the standard of the students starting the veterinary course
- differences in the academic achievement of groups of students selected by different criteria
- the factors that determine the number of veterinary students admitted
- the adequacy of the facilities and teaching programme to train existing student numbers
- progress made by veterinary students and mechanisms the school uses to support students who are not making satisfactory progress
- the percentage of veterinary students that will eventually graduate.

7.3 Suggestions for improvement

If improvements are required, please state in order of importance any suggestions regarding:

- the number of students admitted
- the drop-out percentage
- the average duration of studies

Standard 8 – Academic and support staff

[Refer Chapter 2, Standard 8 (8.1 – 8.6)]

8.1 Facts

In completing the tables below, please note the following:

- staff who are allocated to the veterinary school, principally for teaching in the veterinary programme and financed by the university – these should be included as full-time equivalents (FTE)
- staff in the school who teach fewer than 10 hours per annum in the veterinary programme should **NOT** be included in staffing ratios
- staff in the school who are allocated to other programmes but also teach part time in the veterinary programme, including “research only” staff: their FTE ratings should accurately reflect their contribution to teaching
- staff outside the veterinary school (service departments) who teach in the veterinary and other university programmes should be FTE rated accordingly.
- practitioners in off-campus contracted centres (distributed model) who are significantly engaged in clinical teaching, should be FTE rated likewise.

Adjunct and visiting positions should generally not be included in FTE figures. However, where adjunct appointments are used significantly, full details should be provided in this section, indicating the personnel, areas of teaching and number of teaching hours.

- **Full-time equivalents (FTE):** Posts can be occupied full-time or part-time. The number given should correspond to a total of full-time equivalents (FTE). E.g. 10 full-time posts plus two part-time posts at 50% plus 1 part-time post at 80% should be given as a total of 11.8 FTE.
- **Teaching staff** includes staff who also do research.
- **Research staff:** This category includes academic personnel whose main task is to conduct research work, although they may participate in some undergraduate teaching.
- **Support staff:** This includes all posts - secretaries, administrators, technicians, librarians, veterinary nurses, animal carers, cleaners, etc.
- **Postgraduate students:** Interns and doctoral (Ph.D.) students should not normally be included in staff numbers. They are included if they are paid to provide structured practical and/or clinical training for a minimum of 10% and a maximum of 50% of their annual workload and are supervised by the permanent staff.
- **Residents** are included in teaching staff and allocated a fractional FTE based on their contribution to teaching. This fraction would not normally exceed 0.5.

If the above distinctions between different groups of staff are not appropriate for the school, make the best distribution possible between the suggested headings and add an explanatory note.

Table 8.1.1: Academic staff of the veterinary programme – numbers and qualifications

	Non-Veterinarians			Veterinarians					
	BSc only	MSc	PhD	BVSc or DVM only	MSc	PhD	Veterinary specialists		
							Board Certified or Diploma holders	Board Certified / Dip holders & Masters degree	Board Certified / Dip holders & PhD
Dean/HoD									
Professor									
Associate Professor									
Senior Lecturer									
Lecturer									
Tutors/or equivalent									
Part time Faculty (less than 75% time)									
Totals:									
Total specialist veterinarians:									
Total	Non-veterinarians:			Veterinarians:					

Table 8.1.2: Support staff of the veterinary programme

Role	Technical staff FTE	Admin & other staff FTE
Responsible for the care and treatment of animals		

Responsible for the preparation of practical and clinical teaching		
Responsible for administration, general services, maintenance, etc		
Support staff primarily engaged in research		
Other		
Total support staff		

Table 8.1.3: Loss and recruitment of staff (both academic and clinical equivalent)

Provide data for the past five years

Rank/position	Number of Faculty lost	Discipline/Specialty	Number of Faculty recruited	Year
Total				

- Outline how the allocation of staff to the school is determined.
- Provide evidence that teaching staff are competent and effective in teaching skills.
- Outline how the allocation of staff to units within the school is determined.
- Describe policies that maintain a stable cohort of academic and support staff.
- Indicate whether there are difficulties in recruiting or retaining staff.
- Indicate whether the school employs additional staff from service income (e.g. using revenues from clinical or diagnostic work).
- Describe the rules governing outside work, including consultation and private practice, by staff working at the school.
- Describe the opportunities and financial provisions for academic staff to: a) attend scientific meetings; b) go on sabbatical/study leave.
- If appointments are not filled describe the arrangements to cover their roles
- Estimate the percentage of core curricular content delivered in this way.

- Describe the processes for supporting and mentoring staff, especially junior academic staff.
- Explain the processes for the review and planning of staff performance, including the management of workload.
- Provide a concise summary of employment policies and processes and promotion policies and processes.
- Provide an estimate of the weightings assigned to teaching, research, service and/or other scholarly activities in the promotion criteria for academic staff.
- Describe the role of interns, residents and post-graduate students in teaching and assessing veterinary students.
- Provide a list of the 'secondary' roles of academic staff (committees, administrative positions etc)

8.2 Comments

- Comment on the ease or difficulty of recruiting and retaining suitable personnel in any category.

8.3 Suggestions for improvement

Standard 9 – Curriculum

[Refer Chapter 2, Standard 9 (9.1- 9.12)]

9.1 Facts

- Provide a broad overview of the teaching programme under the headings:
 - basic subjects
 - animal production
 - clinical subjects
 - food hygiene
 - preventative medicine
 - professional skills
 - overall objectives
 - Curriculum digest (listing for each year courses and clinical rotations, required and elective, course and title, credit hours, major modes of instruction)
- Highlight unusual or innovative aspects.
- Provide information about units of study and rotations throughout the programme:
 - Title, reference number, credit value, position in curriculum (year, semester), whether it is compulsory or elective
 - Formal description of the content of the unit of study; hours and modes of instruction
 - Learning outcomes of each unit of study (including EMS), and the alignment of these with the programme learning outcomes and the SAVC Day Competences.
- Describe the strengths and weaknesses of the curriculum.
- Describe major curricular changes that have occurred since the last accreditation visit.
- Describe any plans for future curriculum changes.
- Describe the process used for curriculum evaluation and revisions and review (including identification of curricular overlaps, redundancies, and omissions).
- Describe processes for gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and moderators, and data from examination/assessment outcomes.
- Outline the composition, reporting lines and authority of the formally-constituted committee that oversees and manages the curriculum and its delivery.
- Describe how the school identifies and meets teacher training needs for intramural and extramural staff and teachers.
- Identify the academic and support staff responsible for the overall supervision of WIL and describe their supervisory roles. Explain the processes for liaison with EMS providers.

- Describe procedures for recording and assessing all practical training (e.g. logbooks)
- Outline the processes for approving students' choices of elective subjects.
- Explain any limitations on students' freedom to choose electives.
- Describe teaching arrangements in abattoirs and premises for food production.

Table 9.1.1: Digest of units of study (hours)

Unit title	Unit #/ref	Credits	Lectures (1)	Tutorials Seminars/ Problem based learning (2)	Online & other (3)	Labs & Super-vised Practical (4)	Clinical (5)	EMS (6)	Total
Year 1									
Unit name									
<i>(Insert lines for each unit)</i>									
Year 2									
Unit name									
<i>(Insert lines for each unit)</i>									
<i>(Continue for each year of programme)</i>									

Table 9.1.2: Digest of disciplines and subjects (student hours in course)

Subject	Lectures (1)	Tutorials Seminars/Problem based learning (2)	Online and other (3)	Labs & Super-vised Practical (4)	Clinical (5)	EMS (6)	Total
Basic subjects & sciences							
Anatomy, Histology, Embryology							
Biochemistry							
Biology, Cell Biology							
Chemistry							
Physiology							
Molecular Biology							
Scientific method							
Biostatistics							
Genetics							
Epidemiology							
Immunology							
Microbiology							
Pathology, Pathophysiology							
Pharmacology							
Pharmacy							
Toxicology							

Environmental protection and conservation							
Animal Production							
Pasture Science							
Animal Nutrition							
Animal Husbandry & production, incl. Aquaculture							
Livestock Production Economics							
Animal Behaviour & Behavioural Disorders							
Animal Protection & Welfare							

Preventative Vet Medicine, Health Monitoring							
Reproduction & Obstetrics							
Clinical Subjects							
Anaesthesia							
Clinical Examination & Diagnosis							
Clinical Pathology							
Diagnostic Imaging							
Clinical Medicine							
Surgery							
Therapeutics							
Emergency & Critical Care							
Exotic & Epizootic Disease							
Zoonoses & Public Health							
Government Veterinary Services							
Food Hygiene							
Veterinary Certification							
Regulation & Certification of Animal & Animal Products							
Food Hygiene & Quality							
Professional Knowledge							
Professional Ethics & Behaviour							
Veterinary Legislation							
Communication Skills							
Practice Management & Business							
Information Literacy & Data Management							

Table 9.1.3 – Extramural Studies

Set out in table the recommended number of weeks that students are required, or advised, to undertake in EMS. Alternatively, if students have a free choice, explain briefly the school’s policy on EMS.

	Minimum duration	Year of programme
Production animal farm experience (pre-clinical)		
Companion animal pre-clinical experience		
Clinical – companion animal		
Clinical – production animal		
Clinical – other		
Food hygiene, abattoir		
Other (specify)		

Provide breakdown by species or nature of practice as appropriate to the school’s requirements.

Table 9.1.4 – Clinical rotations

	List of individual rotations	Duration	Year of programme
Core intramural rotations			
Core distributed rotations			
Elective rotations			
Other			

Provide breakdown by individual rotations.

9.2 Comments

9.3 Suggestions for improvement

Standard 10 – Assessment

[Refer Chapter 2, Standard 10 (10.1 – 10.14)]

10.1 Facts

- Provide an overview of assessment practice within the programme and of evidence of mapping and alignment of the assessment tasks to programme and unit of study learning outcomes.
- Describe the methodology used for the assessment of clinical skills. What strategies are in place to ensure that every graduate has achieved the minimum level of competence, as prescribed in the SAVC Day One Competences, at the point of graduation?
- Explain how assessment:
 - supports quality student learning and student achievement of learning objectives
 - demonstrates progressive development towards entry level competence
 - underpins decisions on progression
 - is managed within appropriate workloads for students and staff
 - is accompanied by constructive and timely feedback to help guide student learning.
- Describe how the school's assessment strategy is developed, implemented and reviewed.
- Explain the procedures in place to ensure the fairness, validity and reliability of assessment outcomes, including moderation processes.
- Describe the process by which grades are awarded.
- Explain how staff, including those in external placements, are trained in assessment.
- Outline the appeals process.

10.2 Comments

10.3 Suggestions for improvement

Standard 11 - Continuing and postgraduate education and research

[Refer Chapter 2, Standard 11 (11.1 – 11.4)]

11.1 Facts

- Describe the postgraduate and research programme in the school with emphasis on:
 - how research activities are integrated with the and strengthen the veterinary programme
 - the nature and level of participation of students from the veterinary programme in clinical and research training
 - the availability of clinical postgraduate training and appropriately qualified supervising staff.
 - Areas of research excellence
- Describe the continuing education programmes provided by the veterinary school, their relevance to professional and the community needs, the number of participants in each programme and plans for continuing education programmes.
- Describe the involvement of interns, residents and research students in student teaching. Outline any potential conflicts in relation to case management or completion of research.

Table 11.1.1 – Postgraduate clinical training (interns and residents)

Clinical discipline	No. of interns	No. of residents	Diploma or anticipated title
1.			
2.			
3. etc.			

Table 11.1.2 – Postgraduate programmes (include any external/distance learning courses)

Qualification (indicate discipline and/or dept)	No. of students on taught courses, incl. external/distance learning	No. of students by research	Duration of training
Diploma			
1.			
2.			
3. etc			
Masters Level (incl. postgrad cert/dips, MMedVet)			
1.			
2.			
3. etc			
PhD/Doctorate level			
1.			
2.			
3.etc			
Other			
1.			
2.			
3.etc			

Table 11.1.3 – Continuing education courses provided by the school in the most recent year (state year)

Title of course	Number of participants	Course hours
<i>(add rows as required)</i>		

Table 11.1.4 – Summary of all research programmes in the veterinary school in past 3 years

	Total # academic staff	# academic staff involved in research who teach on the professional vet degree	Total research FTE	Externally funded research grants		Number of original peer-reviewed research publications
				Number	Value	
Year N						
Year N -1						
Year N - 2						

Table 11.1.5 – Summary of veterinary students’ involvement in research projects

	# Veterinary students undertaking a research project (indicate year of study)		
	# Year 3 students	# Year 4 students	#Year 5 students
Year N (most recent full year)			
Year N – 1			
Year N – 2			

(adjust the year of study as appropriate to the programme)

Table 11.1.6 – Numbers of veterinary students intercalating in last 3 years

	# Students intercalating
Year N (most recent full year)	
Year N – 1	
Year N - 2	

11.2 Comments

11.3 Suggestions for improvement

Standard 12 - Outcomes assessment

[Refer Chapter 2, Standard 12 (12.1 – 12.7)]

12.1 Facts

Facts provided in the SER should include (but not be limited to) the following:

- Provide evidence that shows how the results of outcomes monitoring are used to improve the educational programme.

Student outcomes

- Employment rates of graduates (within one year of graduation, completion of CCS and over longer periods if available)
- Demonstration of achievement of SAVC Day One competences
- Assessments of graduating final year students (e.g. graduating class course evaluations of their experience, etc.)
- Survey results of employers' surveys of the school's graduates.

Institutional outcomes

- Describe how the school evaluates progress in meeting its mission (e.g. benchmarking with other institutions)
- Document significant indicators of the quality of the educational process (e.g. staff awards, staff perception of teaching resources, student satisfaction with the programme, teaching improvement benchmarks, etc.)
- Analysis of surveys of outside opinion, including former students and other advisory/stakeholder groups, as to whether the school is achieving its objectives.

Professional competences

- Describe the intellectual, clinical, personal and business competences that students must achieve by the end of the degree and summarise the records gathered by the school to demonstrate that students have achieved these outcomes.

Other

- Summarise any other evaluations that the school/university has undertaken to measure the effectiveness of the veterinary programme in preparing students to enter the profession.
- Provide an indication of trends in results over several years.

12.2 Comments

12.3 Suggestions for improvement

EAEVE Indicators¹

Introduction

1. Indicators are to be used in a non-prescriptive way in the evaluation of an establishment. They reflect its given situation at the time of the site visit and interpretation is not made in isolation but in combination with all other data and observations.
2. The indicators are calculated from data which are the means of the last three complete academic years. This compensates for annual variations and to avoid temporary improvements shortly before the site visit.
3. In case of tracking (options), the relevant indicators (I4 to I20) are calculated for each track. A weighted average (which accounts for the number of students in each track) is also provided.
4. Any specific indicator must not be interpreted in a rigid or isolated sense, but in the light of all other indicators and data. E.g. a low number of intra-mural patients may be compensated for by a high number of extra-mural patients seen by supervised students.
5. Recommended minimal values are equal to the 20th percentile, i.e. the value below which 20% of the values from approved establishments are currently found. These minimal values do not serve as lower threshold levels but are also interpreted in the light of all other observations made.
6. The complete list of indicators is provided by the establishment in a standardised format at the end of the SER. These proposed indicators are checked during the site visitation and the copy validated by the team of experts is placed at the end of the Stage 1 visitation report (after the Executive Summary).

¹ These indicators are adapted from the version of the EAEVE indicators approved by EAEVE's Executive Committee on 28 January 2015. The text is taken directly from the EAEVE document.

List of indicators

Calculated Indicators from raw data		Establishment values	Median values ¹	Minimal values ²	Balance ³
I1	n° of FTE academic staff involved in veterinary training / n° of undergraduate students		0.16	0.13	
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually		0.87	0.59	
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually		0.94	0.57	
I4	n° of hours of practical (non-clinical) training		905.67	595.00	
I5	n° of hours of clinical training		932.92	670.00	
I6	n° of hours of FSQ & VPH training		287.00	174.40	
I7	n° of hours of extra-mural practical training in FSQ & VPH		68.00	28.80	
I8	n° of companion animal patients seen intra-murally / n° of students graduating annually		70.48	42.01	
I9	n° of ruminant and pig patients seen intra-murally / n° of students graduating annually		2.69	0.46	
I10	n° of equine patients seen intra-murally / n° of students graduating annually		5.05	1.30	
I11	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually		3.35	1.55	
I12	n° of companion animal patients seen extra-murally / n° of students graduating annually		6.80	0.22	
I13	n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually		15.95	6.29	
I14	n° of equine patients seen extra-murally / n° of students graduating annually		2.11	0.60	
I15	n° of visits to ruminant and pig herds / n° of students graduating annually		1.33	0.55	
I16	n° of visits of poultry and farmed rabbit units / n° of students graduating annually		0.12	0.04	
I17	n° of companion animal necropsies / n° of students graduating annually		2.07	1.40	
I18	n° of ruminant and pig necropsies / n° of students graduating annually		2.32	0.97	
I19	n° of equine necropsies / n° of students graduating annually		0.30	0.09	
I20	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually		2.05	0.69	
I21*	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually		0.20	0.06	
I22*	n° of PhD graduating annually / n° of students graduating annually		0.15	0.09	
1	Median values defined by data from Establishments with SAVC Approval status				
2					
3	A negative balance indicates that the Indicator is below the recommended minimal value				
*	Indicators used only for statistical purpose				

Teaching capacity

I1: n° of FTE academic staff¹ / n° of undergraduate students²

I2: n° of FTE veterinarians³ / n° of students graduating annually⁴

I3: n° of FTE technical staff⁵ / n° of students graduating annually⁴

Types of training

I4: n° of hours of practical (non-clinical) training⁶

I5: n° of hours of clinical training⁷

I6: n° of hours of FH & VPH training⁸

I7: n° of hours of extra-mural practical training in FH & VPH⁹

Patients available for intra-mural clinical training

I8: n° of companion animal patients seen intra-mural¹⁰ / n° of students graduating annually⁴

I9: n° of food-producing animal patients seen intra-mural¹¹ / n° of students graduating annually⁴

I10: n° of equine patients seen intra-mural¹² / n° of students graduating annually⁴

I11: n° of rabbit, rodent, bird and exotic patients seen intra-mural¹³ / n° of students graduating annually⁴

Animals/herds/units available for extra-mural clinical training

I12: n° of companion animal patients seen extra-mural¹⁴ / n° of students graduating annually⁴

I13: n° of food-producing animal patients seen extra-mural¹⁵ / n° of students graduating annually⁴

I14: n° of equine patients seen extra-mural¹⁶ / n° of students graduating annually⁴

I15: n° of visits of food-producing animal herds¹⁷ / n° of students graduating annually⁴

I16: n° of visits of poultry and rabbit units¹⁸ / n° of students graduating annually⁴

Necropsies available for clinical training

I17: n° of companion animal necropsies¹⁹ / n° of students graduating annually⁴

I18: n° of food-producing animal necropsies²⁰ / n° of students graduating annually⁴

I19: n° of equine necropsies²¹ / n° of students graduating annually⁴

I20: n° of rabbit, rodent, bird and exotic pet necropsies²² / n° of students graduating annually⁴

Indicators used only for statistical purposes

I21: n° of FTE specialised veterinarians²³ / n° of students graduating annually⁴

I22: n° of PhD graduating annually²⁴ / n° of students graduating annually⁴

Calculation of the indicators

All values represent an annual average calculated from the last 3 complete academic years. All values (except I22) concern the training of undergraduate veterinary students.

¹ Total number of full-time equivalent (FTE) academic staff in veterinary training (e.g. 100 persons employed full-time (100%) + 50 persons employed half-time (50%) + 10 persons employed quarter-time (25%) = 127,5 FTEs).

Post-graduate students who are registered for a specialised or doctoral degree (i.e. interns, residents, Phd., other post graduate students) are not included in these figures unless they are paid to regularly perform structured practical and/or clinical training (for a minimum of around 10% and for a maximum of around 50% of their annual workload) and are supervised by the permanent staff (e.g. 10 residents employed half-time (50%) for clinical training of undergraduate students + 8 Phd students employed quarter-time (25%) for practical training of undergraduate students = 7 FTEs).

Researchers, invited speakers, unpaid lecturers and other persons who only occasionally contribute to the training of undergraduate students are not included in these figures but should be reported for information in the SER.

² Total number of undergraduate veterinary students. These students must be officially-registered in the database of the establishment.

³ Total number of FTE veterinarians (BVSc or equivalent degree) in veterinary training.

⁴ Total number of graduate students. These are students that must be officially granted the veterinary degree (*sic*) (i.e. at least five years of full-time theoretical and practical study) provided by the establishment being evaluated.

⁵ Total number of FTE technical staff involved in veterinary training.

⁶ Total number of hours of supervised practical (non-clinical) training. It includes *inter alia* laboratory experiments, microscopic examination of histological and pathological specimens, work on documents and idea-formulation without the handling of animals (e.g. assay work, clinical case studies, handling of herd-health monitoring programmes, risk assessment for VPH, computer-aided exercises), work on normal animals (e.g. physiology, ante mortem inspection), work on cadavers, carcasses and organs (e.g. dissection, post mortem inspection, food hygiene, necropsy).

⁷ Total number of hours of supervised clinical training. This training strictly focuses on hands-on procedures by students, which include the relevant diagnostic, preventive and therapeutic activities in the different species. It concerns individual patients, herds and production units and normal animals in a clinical environment.

Procedural, diagnostic, therapeutic and surgical hands-on activities on cadavers, organs and animal dummies are also classified as clinical training but may not replace the hands-on training on live patients. Simply observing the teacher doing clinical tasks is not considered as clinical training.

⁸ Total number of hours of theoretical and practical training in food hygiene (FH) and veterinary public health (VPH).

⁹ Total number of hours of extra-mural practical training in FH & VPH (e.g. slaughterhouses, meat inspections, VPH institutes).

¹⁰ Total number of companion animal (dogs and cats) patients seen at the teaching hospital/clinic. Each patient must be officially recorded in the database of the hospital.

¹¹ Total number of food-producing animal (except equids) patients seen at the teaching hospital/clinic. Each patient must be officially recorded in the database of the hospital and must be individually examined/treated by at least 1 student under the supervision of at least 1 member of staff.

¹² Total number of equine patients seen at the teaching hospital/clinic. Each patient must be officially recorded in the database of the hospital and must be individually examined/treated by at least 1 student under the supervision of at least 1 member of staff.

¹³ Total number of rabbit, rodent, bird and exotic pet patients seen at the teaching hospital/clinic. Each patient must be officially recorded in the database of the hospital and must be individually examined/treated by at least 1 student under the supervision of at least 1 member of staff.

¹⁴ Total number of companion animal (dogs and cats) patients seen extra-mural (e.g. dispensaries). Each patient must be officially recorded in the database of the hospital and must be individually examined/treated by at least 1 student under the supervision of at least 1 member of staff.

¹⁵ Total number of food-producing animal (except equids) patients seen extra-mural (e.g. ambulatory clinics). Each patient must be officially recorded in the database of the hospital and must be individually examined/treated by at least 1 student under the supervision of at least 1 member of staff.

¹⁶ Total number of equine patients seen extra-mural (e.g. training centres). Each patient must be officially recorded in the database of the hospital and be individually examined/treated by at least 1 student under the supervision of at least 1 member of staff.

¹⁷ Total number of visits of food-producing animal herds.

¹⁸ Total number of visits to poultry and rabbit units.

¹⁹ Total number of post-mortem examinations carried out on whole carcasses of companion animals (dogs and cats).

²⁰ Total number of post-mortem examinations carried out on whole carcasses of food-producing animals (except equids).

²¹ Total number of post-mortem examinations carried out on whole carcasses of equines.

²² Total number of post-mortem examinations carried out on whole carcasses of rabbits, rodents, birds and exotic pets.

²³ Total number of FTE specialised veterinarians in veterinary training. The specialised veterinary status must be recognised by and registered with the SAVC.

²⁴ Total number of graduate students who are officially granted a third cycle degree (PhD or equivalent doctoral degrees).

To see periodically updated values, please refer to <http://www.eaeve.org/visitations/ratios.html>

Annex 2 - SAVC Day One Skills for the veterinarian

Professional Skills

Communication

1. Communicate effectively with people:
 - a. Owners
 - b. Veterinary colleagues
 - c. Interprofessional colleagues
 - d. General public
2. Communicate in writing for different reader categories:
 - a. Owners
 - b. Veterinary colleagues
 - c. Interprofessional colleagues
 - d. General public
3. Prepare and maintain clear and accurate records for different purposes:
 - a. Patient records and reports
 - b. Referral letters
 - c. Insurance reports
 - d. Legal submissions-with assumption that this relates to (3a) above.
 - e. Academic and scientific articles
 - f. Accounts
4. Adapt language forms and styles to the audience and the context.
5. Actively listen to people, taking account of non-verbal cues - this is a learned skill that is generally not assessed.
6. Take account of any communication differences that people might have:
 - a. Disabilities
 - b. Sensory Impairment
 - c. English as a second language
 - d. Different Cultures
 - e. Different Religions
 - f. Different value systems
 - g. Different resources
7. Convey appropriate sympathy and empathy in verbal and non-verbal communications with people.
8. Contribute to the facilitation of clearer communication between people.
9. Have an understanding on how to handle conflict situations.
10. Communicate Health and Safety risks to people, verbally and by displaying notices.
11. Record, store and retrieve information using appropriate information technology systems.
12. Provide information in a manner and at a pace that enables clients to make informed decisions.
13. Obtain written and verbal informed consent.

Legal, Professional, Ethical Practice

1. Ensure conduct is aligned with professionally, morally and ethically compliant.
2. Comply with the legal requirements of practicing veterinary science in terms of the various acts and laws that govern:
 - a. Veterinary and para-veterinary professions Act (Act 19 of 1982)
 - b. Medicine Control Act (Act 101 of 1965 as amended)
 - c. Stock Remedies Act (Act 36 of 1947)
 - d. Animal Welfare Act (Act 71 of 1962 as amended Act 84 of 1985)
 - e. Animal diseases Act (Act 35 of 1984)

- f. Food Stuff, Cosmetics and Disinfectants Act (Act 54 of 1973 as amended Act 39 of 2007)
- g. Pharmacy Act (Act 53 of 1974)
- 3. Inform people where necessary, that action is outside your legitimate competence boundaries.
 - a. Be able to advise people on appropriate referral.
- 4. Have knowledge of the international trade framework that governs the trade in animals and animal products

Continued Professional Development

- 1. Be committed to maintaining professional competence in response changing knowledge, technology and professional demands.
 - a. Have the basic understanding of self-audit activities using peers and other people
 - b. Be able to identify your limitations in competence and take appropriate action - maintain and update knowledge and skills
 - c. Gather and maintain evidence of professional development as part of lifelong independent learning and comply at minimum with SAVC CPD requirements
 - d. Record continued professional development.
- 2. Recognise and work within personal limitations:
 - a. Seek advice, assistance and support when required
 - b. Manage a healthy balance between personal and professional life
 - c. Understand and apply time management principles
 - d. Understand the personal and emotional factors in professional practice
 - e. Recognise and work within economic limitations

Professional Practice

- 1. Management of Veterinary Environment
 - a. Familiarise yourself with, and work within, Health and Safety requirements and local risk factors
 - b. Contribute to the maintenance of workplace hygiene
- 2. Work collaboratively with others or with a multi-disciplinary team to promote a problem-solving approach to issues within the veterinary environment.
- 3. Undertake appropriate infection-control procedures.
- 4. Prepare, clean and maintain housing and kennelling that maximises the welfare of hospitalised animals.
- 5. Calculate and make up effective and appropriate dilutions of disinfectant solutions.
- 6. Dispose of hazardous and non-hazardous waste safely and correctly.
- 7. Understanding occupational safety to the extent given by health and safety requirements of Department of Labour.
- 8. Understand how to deal with and work with people's disabilities and special requirements.
- 9. Use and maintain protective clothing and equipment.
- 10. Practitioners need to show ability to manage and appropriately implement the following:
 - a. Financial management
 - b. Marketing
 - c. Operation management
 - d. Strategic planning
 - e. Financial planning
 - f. Leadership assessment and development
 - g. Negotiation skills
 - h. Career opportunities and diversity

- i. Group skills and cultural diversity
- j. Stress management
- k. Conflict management
- l. Manage medication within the practice as required by the Pharmacy Act and Medicine Control Act

Evaluation of Animals and their Care

1. Handling and Restraint

- a. Assess animal behaviour and environmental factors and handling facilities before handling animals
- b. Ensure appropriate hygiene procedures are followed before and after handling animal(s)
 - a. Follow appropriate hand washing protocol
 - b. Shower in and shower out appropriate to situation
 - c. Use and dispose of protective clothing
 - d. Apply the principles of biosecurity required for:
 - 1. Production Animal Facilities (poultry, pigs, dairy, etc)
 - 2. In clinical practice to prevent the transmission of disease (e.g. parvo virus, strangles)
- c. Restrain, move and lift animal(s) using approved handling and lifting techniques
- d. Select and wear protective clothing to protect oneself and others from injury or disease
- e. Restrain animals for a range of situations balancing safety of self and others with welfare of animal(s)
 - a. Clinical examination
 - b. Blood sample collection: jugular, cephalic, tail vein (cows), ear vein (pigs)
 - c. Urinary catheterisation
 - d. Administration of medication (oral, topical, parenteral, ophthalmic, aural)
 - e. Carrying out procedures/treating
 - f. Application of dressings & bandages
- f. Instruct others in the techniques for safe handling and restraint of animals
- g. Lead and move animals - using a range of aids
 - a. Leads, head collar, halter, etc.
- h. Safely use a range of restraining devices
 - a. Muzzles, catchers, crush cages, cast cow, halter, tail, nose, udder cinch, kick bar, gloves, twitch
- i. Take account of species and environmental factors when handling neonates

2. Gathering Information

- a. Identify reason/s for the consultation
- b. Establish rapport with client and animal taking account communication limitations into account
- c. Structure the consultation in a logical sequence
- d. Gather relevant information on animals
- e. Gather relevant information on husbandry practices
- f. Use appropriate questions to focus history-taking and obtain full and accurate information
- g. Use a range of sources of information to obtain a full and accurate case history
 - a. Records, colleagues, third parties, client advocates
- h. Summarise the consultation ensuring that the client understands the conclusions you have reached and the next action to be taken

- i. Summarise and record relevant case details and history for storage and retrieval by others
3. General Examination / Evaluating Care of Animals
- a. Evaluate the emergency patient - triage and re-assess other current priorities accordingly
 - b. Recognise common breeds of animals
 - c. Determine sex of animal(s)
 - d. Assess approximate age by teeth in farm animals and horse
 - e. Examine and evaluate general behaviour
 - f. Use knowledge of normal and abnormal presentations to determine animal(s) health and development
 - a. Condition of animal(s)
 - b. Nature of presenting problem
 - c. Selection of further system specific examinations
 - d. Quality and appropriateness of husbandry practices
 - g. Recognise clinical signs associated with a range of conditions and take action if animal(s) appears to be at ongoing risk due to neglect
 - a. Dehydration
 - b. Poor nutrition
 - c. Welfare problems
 - h. Obtain and evaluate vital measurements: temperature, pulse and respiratory rate
 - i. Accurately score body condition using appropriate systems
 - j. Recognise clinical signs associated with notifiable diseases and take appropriate action
4. System Specific Examinations
- a. Perform an examination of the lymphatic system
 - a. Palpate peripheral lymph nodes
 - b. Evaluate peripheral lymph nodes
 - b. Perform ophthalmic examination
 - a. Perform general ophthalmic examination
 - b. Perform indirect and direct ophthalmoscopy
 - c. Perform Schirmer tear test when indicated
 - d. Measure intraocular pressure using tonometer
 - e. Perform fluorescein staining when indicated
 - f. Evaluate findings of ophthalmic examinations
 - c. Perform an aural examination
 - a. Perform a general aural examination
 - b. Use otoscope
 - c. Evaluate findings of aural examinations
 - d. Perform examination of cardiovascular system
 - a. Auscultate heart
 - b. Palpate and percuss thoracic wall
 - c. Palpate arterial pulse
 - d. Assess colour of mucous membranes and capillary refill time (CRT)
 - e. Evaluate findings of cardiovascular examinations
 - e. Perform examination of the musculoskeletal system
 - a. Analyse gait
 - b. Palpate bones muscles and tendons
 - c. Perform examination of joints
 - d. Evaluate findings of musculoskeletal system examinations
 - f. Perform examination of the nervous system
 - a. Perform general examination of the nervous system

- b. Perform cranial nerve examination
 - c. Perform spinal function examination
 - d. Evaluate findings of nervous system examinations
- g. Perform examination of respiratory system
 - a. Observe respiratory pattern
 - b. Palpate and percuss thoracic wall
 - c. Auscultate thoracic cavity and tract
 - d. Evaluate findings of respiratory examinations
- h. Perform examination of alimentary system
 - a. Perform examination of oral cavity and teeth
 - b. Palpate abdomen
 - c. Perform rectal examination to assess alimentary system
 - d. Auscultate gastro-intestinal system
 - e. Pass nasogastric tube in animals
 - f. Evaluate findings of alimentary system examinations
- i. Perform examination of urogenital system
 - a. Perform rectal examination to assess urinary system
 - b. Perform rectal examination to assess reproductive tract
 - c. Palpate and assess mammary glands/udder
 - d. Palpate and assess testicles and penis
 - e. Palpate and assess vagina and cervix
 - f. Assess parturition process
 - g. Evaluate findings of urogenital system examinations
- j. Perform examination of the equine hoof
 - a. Remove a shoe
 - b. Pare sole and trim a hoof
 - c. Administer palmar digital and abaxial sesamoid nerve blocks
 - d. Apply hoof testers
 - e. Evaluate findings of foot examination
- k. Perform dermatological examination
 - a. Perform general examination of skin
 - b. Perform a Wood's lamp examination
 - c. Evaluate findings of examination of skin

Clinical Testing

1. Obtaining and Handling Samples for Diagnosis
 - a. Design and implement an appropriate sampling strategy
 - i. Individual Animals
 - ii. Groups of Animals
 - b. Obtain venous blood sample from appropriate site
 - i. Jugular vein
 - ii. Cephalic vein
 - iii. Saphenous vein
 - iv. Marginal ear vein
 - c. Obtain urine sample using appropriate technique
 - i. Cystocentesis
 - ii. Urinary catheter
 - iii. Free-catch
 - iv. Manual bladder expression
 - d. Obtain skin samples using appropriate technique
 - i. Skin scrape
 - ii. Wet paper test for flea droppings
 - iii. Tape strips
 - iv. Coat brushings

- v. Impression smears
 - vi. Hair plucks
 - vii. Fungal Elements
 - viii. Excision and punch biopsies
 - ix. Ear Swabs
 - e. Obtain tissue and fluid samples for diagnostic purposes using appropriate technique
 - i. Fine Needle Aspirate Biopsy (FNAB) from small peripheral mass
 - ii. Vaginal swab
 - iii. Swabs for microbiological analysis
 - iv. Abdominocentesis
 - v. Collect faecal sample
 - vi. Collect milk sample (plain & sterile)
 - vii. Carcass sample(s) from groups of animals
 - f. Handle and label collected samples safely and correctly
 - g. Select sample tubes and transport methods appropriate for purpose
 - i. Fluid & blood: EDTA, Heparin, FI. Oxalate, Sodium citrate, plain tubes, blood culture bottles
 - ii. Urine: plain, boric acid
 - iii. Skin: liquid paraffin, potassium hydroxide, Mackenzie brush, ear swabs, hair plucks, microscope slides
 - iv. Microbiology - plain, culture swabs
 - v. Tissue: formal saline
2. Using Laboratory Equipment and Performing Standard Tests
- a. Pack and send samples securely
 - b. Set up and use a microscope correctly
 - c. Set up and use other laboratory equipment as required
 - d. Perform standard tests on blood
 - i. Prepare a blood smear
 - ii. Read a PCV
 - iii. Perform biochemistry tests (On in house laboratory equipment)
 - e. Perform standard tests on urine
 - i. Urine specific gravity
 - ii. Reagent strips
 - iii. Sediment examination
 - f. Perform microscopic examination on skin samples to identify range of pathogens
 - i. Ectoparasites
 - ii. Dermatophytes
 - iii. Bacteria
 - g. Prepare and stain bacterial smears for microscopic examination
 - h. Perform and interpret results from Enzyme - Linked Immunoabsorbent Assay (ELISA) tests (Snap Tests)
 - i. Perform California Mastitis Test (CMT) on milk sample
3. Using Diagnostic Imaging Equipment and Ancillary Diagnostic Tools
- a. Position animal and area of interest to obtain diagnostic radiograph
 - i. Appendicular skeleton
 - ii. Axial skeleton
 - iii. Thorax
 - iv. Abdomen
 - b. Prepare and use radiography imaging equipment
 - c. Observe safe, legally compliant practice of self and others during radiographic procedures

- d. Administer and use appropriate contrast media and techniques
 - i. Barium studies
 - ii. Intravenous Urography
 - iii. Cystography
 - e. Identify film faults and take appropriate action to correct
 - f. Process radiographic films
 - g. Set up ultrasound equipment
 - h. Prepare patient for ultrasound examination
 - i. Set up ECG machine and obtain reading
 - j. Set up equipment and obtain results for indirect blood pressure
4. Evaluating Findings from Diagnostic Tools
- a. Evaluate findings from in-house laboratory tests
 - i. Haematology
 - ii. Biochemistry
 - iii. Urinalysis
 - iv. Skin
 - v. Microbiology
 - vi. Faeces
 - vii. Virology
 - viii. Miscellaneous body fluids
 - b. Evaluate radiographs and interpret common disease processes
 - c. Evaluate ECG trace
 - d. Evaluate results from indirect blood pressure readings
5. Reaching Diagnosis and Formulating Treatment Plan
- a. Have a clear, logical and appropriate diagnostic and therapeutic approach to the common clinical signs that occur in practice
 - b. Formulate a rational approach to further investigation taking into account owner preferences and any financial constraints
 - c. Formulate a treatment plan that takes account of the inter-relationship of animal specific, financial and any other significant factors
 - d. Make appropriate referrals supported by evidence
6. Conducting Post Mortem Examination
- a. Perform a necropsy examination
 - b. Recognise normal and common abnormal changes in tissues & organs
 - c. Collect samples and arrange for subsequent analysis
 - d. Prepare a report of the gross findings

Care and Treatment

1. Emergency Care and Treatment
- a. Provide first aid treatment including cardiopulmonary resuscitation
 - i. For animals in emergency situations
 - ii. For human beings in emergency situations
 - b. Recognise common life-threatening and serious conditions and initiate appropriate treatment
 - i. Unconsciousness
 - ii. Shock
 - iii. Wounds
 - iv. Haemorrhage
 - v. Ophthalmic emergencies
 - vi. Obstetrical emergencies
 - vii. Vaginal/uterine prolapse

- viii. Acute toxic mastitis
 - ix. Colic in the horse
 - x. Bloat in cattle and sheep
 - xi. Gastric dilatation in the dog
 - c. Undertake emergency procedures
 - i. Perform basic cardiopulmonary resuscitation
 - ii. Administer oxygen therapy
 - iii. Perform thoracocentesis in cats and dogs
 - iv. Administer fluid therapy - Parenteral routes
 - v. Pass orogastric tube in dog
 - vi. Perform trocharization
 - vii. Pass nasogastric tube in horse
 - viii. Resuscitate neonate (following natural and caesarean birth)
2. Drug and Fluid Administration
- a. Administer medication by appropriate route
 - i. Oral
 - ii. Topical
 - iii. Subcutaneous
 - iv. Intramuscular
 - v. Intravenous
 - vi. Intraperitoneal
 - vii. Intra-vaginal
 - b. Select and prescribe drugs according to need of individual case (using data sources if necessary)
 - i. Select appropriate dosage, timing, frequency and route
 - ii. Prescribe drugs in compliance with legislative requirements
 - iii. Write prescription in compliance with current legislative requirements
 - iv. Obtain informed consent when prescribing off-label drugs
 - v. Make up and draw up drug solutions and instruct others in these procedures
 - c. Ensure safe and legal handling and management of drugs
 - i. Manage risk to self or others associated with particular substances
 - ii. Store drugs in accordance with special requirements
 - iii. Calculate drug dosages - using technology as necessary
 - iv. Dispense medications in accordance with legal requirements
 - v. Dispose of drugs in line with legislative guidelines
 - d. Administer fluid therapy
 - i. Select most appropriate route
 - ii. Select appropriate fluids
 - iii. Calculate amount and rate of fluid to administer
 - iv. Place catheters into appropriate veins according to species
 - v. Prepare and set up administration equipment
 - vi. Observe and monitor patient receiving fluids
3. Anaesthesia
- a. Prepare for anaesthesia
 - i. Perform a pre-anaesthetic evaluation
 - ii. Prepare patient
 - iii. Select and prepare drugs
 - iv. Check and prepare anaesthetic machine
 - v. Select and prepare breathing system / circuit / pollution control
 - vi. Select and prepare monitoring equipment
 - b. Perform anaesthesia

- i. Administer premedication
 - ii. Administer induction agent
 - iii. Perform endotracheal intubation
 - iv. Administer inhalation agents
 - v. Calculate and administer fresh gas flow rates
 - vi. Perform manual intermittent positive pressure ventilation (IPPV)
 - c. Maintain and monitor the patient during anaesthetic process
 - i. Measure temperature, check heart rate, central and peripheral pulse, respiratory rate and depth (including oesophageal stethoscope)
 - ii. Evaluate findings from pulse oximetry, ECG, respiratory monitors
 - iii. Assess depth of anaesthesia
 - iv. Complete anaesthetic monitoring records
 - v. Ensure general health and well-being of the anaesthetised and recovering patient
 - vi. Understand how to use advanced monitoring equipment (pulse oximetry, non-invasive blood pressure, capnography, invasive blood pressure)
 - d. Perform local anaesthesia
 - i. Local infiltration
 - ii. Topical application
 - iii. Nerve blocks for dehorning and castration in farm animals
 - iv. Nerve blocks for local surgery in horses
 - e. Recognise and manage pain during the anaesthetic process
 - f. Respond to complications and emergencies during the anaesthetic process
4. Surgery
- a. Prepare for aseptic surgery
 - i. Prepare and sterilise surgical instruments and equipment
 - ii. Scrub hands/arms
 - iii. Gown and glove using open and closed methods
 - iv. Prepare surgical site
 - v. Position and drape the patient
 - vi. Open surgical packs and layout surgical kits
 - b. Undertake surgical techniques
 - i. Ensure principles of handling surgical instruments are applied
 - ii. Debride a wound
 - iii. Drain an abscess
 - iv. Make a skin incision
 - v. Place a surgical drain
 - vi. Remove a simple skin mass
 - vii. Carry out haemostasis in the event of superficial haemorrhage
 - c. Suture and ligate tissues
 - i. Select and use suture materials appropriately
 - ii. Perform simple interrupted skin sutures
 - iii. Perform simple continuous sutures
 - iv. Perform horizontal and vertical mattress sutures
 - v. Perform intestinal suturing (Cushing and Lembert)
 - vi. Perform instrument and hand knot-tying
 - d. Undertake surgical procedures
 - i. Obtain incisional / excisional biopsy from superficial tissues (not involving internal organs)
 - ii. Perform ovariohysterectomy in dog and cat
 - iii. Perform castration in horse, farm animal, dog, cat, rabbit
 - iv. Apply external splints and casts in appropriate situations
 - v. Assist with orthopaedic procedures

- vi. Perform disbudding
- vii. Perform laparotomy in dog and cat
- viii. Treat vaginal prolapse in farm animals
- ix. Repair umbilical hernia in dog, cat, farm animal
- x. Retrieve aural foreign body
- e. Undertake dental care and treatment
 - i. Prepare and operate dental machinery
 - ii. Prepare and set up patient for dental treatment
 - iii. Scale and polish teeth
 - iv. Rasp equine teeth
- f. Advise clients on surgical after-care
 - i. Healing processes
 - ii. Feeding and nutrition
 - iii. Exercise and rehabilitation
 - iv. Physical and environmental conditions

5. Euthanasia

- a. Assess clinical factors to determine appropriateness of euthanasia
- b. Ensure ethical and welfare factors are taken into account
- c. Convey appropriate sympathy and empathy in verbal and non-verbal communications
- d. Maintain and adapt professional approach to the circumstances
- e. Handle animals and equipment safely for euthanasia
- f. Administer intravenous euthanasia drugs
- g. Have knowledge of appropriate methods of euthanasia for different species
- h. Dispose of cadavers appropriately

6. Husbandry and Welfare

- a. Develop collaborative relationships with clients to encourage good husbandry practice
- b. Collaborate with clients to identify and resolve husbandry issues
- c. Ensure clients are aware of the principles of animal welfare and good husbandry practice
 - i. Advise on appropriate environmental and housing conditions
 - ii. Advise on behavioural needs of animals
 - iii. Advise on prevention of disease and promotion of well-being
 - iv. Advise on feeding and nutritional needs of animals
 - v. Advise on management of common parasite infestation and control
 - vi. Advise on cost effectiveness and management of disease prevention and well-being procedures
 - vii. Advise on productivity of animals
- d. Ensure animal(s) have freedom from distress and pain
- e. Ensure clients are aware of relevant legislative frameworks
- f. Examine herd-health records for evaluation of health and welfare of animals
- g. Support good husbandry practice
- h. Calculate energy needs and food quantities from basic principles
- i. Advise on selection of specialist dietary requirements
 - i. For nutritional deficiencies
 - ii. During particular life-stages
 - iii. For specific conditions
- j. Provide veterinary certificates and signatures within legislative requirements
 - i. For Vaccination Records
 - ii. For movement permits and export
 - iii. For horse passports
 - iv. For emergency slaughter

- k. Comply with reporting procedures for
 - i. Notifiable diseases
 - ii. Reportable diseases
 - iii. Zoonotic disease
- l. Advise clients on medical after-care of animal(s)
 - i. Safe and effective administration of medications by others
 - ii. Potential side effects of medications
 - iii. Health and safety risks associated with medications
 - iv. Withholding times for meat and milk
 - v. Safe storage and handling requirements for medications
- m. Perform basic husbandry techniques
 - i. Put on stable rug, horse boots
 - ii. Use a milking machine
 - iii. Tail dock - lambs
 - iv. Assemble and fit Elizabethan collar
 - v. Implant microchip and check function

7. Nursing

- a. Apply and manage bandages
 - i. Forelimb, hind limb, Robert-Jones, ear, splint, stable, exercise
- b. Advise clients on re-application of bandages
- c. Apply and manage dressings and drains
 - i. Select materials for post-surgical wounds
 - ii. Select materials for non first-intention healing wounds
 - iii. Manage a surgical drain
- d. Undertake grooming appropriate to species
 - i. Clean ears
 - ii. Clean out hooves with hoof pick or hoof knife
 - iii. Trim claws and nails
 - iv. Use basic grooming kit
 - v. Trim beak (e.g. budgerigars & canaries)
 - vi. Remove hair mats
 - vii. De-maggotting rabbits and sheep
- e. Manage assisted feeding
 - i. Identify the need for and provide assisted feeding
 - ii. Manage and maintain assisted feeding tubes in all species
 - iii. Place naso-oesophageal feeding tube in dogs and cats
 - iv. Place orogastric feeding tube in neonates, reptiles, chelonia
 - v. Calculate energy needs and food quantities from basic principles
- f. Perform basic physiotherapy
 - i. Effleurage, petrissage, passive movement, range of motion, neurological rehabilitation.
- g. Manage temperature in animals with compromised thermoregulation

Preventive Medicine and Primary Health Care

1. Be able to apply and advise on primary health care for:
 - a. Dogs and Cats
 - b. Horses
 - c. Production Animals (Cattle, sheep, goats, poultry, etc)
2. Be able to use a veterinary extension methodology to
 - a. Develop a training session for farmers/public on primary animal health care
 - i. Understanding of the principles of PAHC
 - ii. Understanding of the roles and responsibilities within a PAHC programme

- iii. Being able to choose relevant topics for training which will include
 - 1. Early disease identification and treatment by the farmers
 - 2. On-going disease management,
 - 3. Production and marketing aspects
 - iv. Being able to assess change of behaviour of the trained farmers
 - b. Conduct training session of farmers/public on primary animal health care
 - c. Develop a continuous programme to interact with trained farmers
- 3. Formulate a vaccination, deworming and ecto-parasite control program for
 - a. Cattle, sheep, goats
 - b. Pigs
 - c. Horses
 - d. Dogs
 - e. Cats
- 4. Advise on the nutrition and housing of:
 - a. Cattle, sheep, goats
 - b. Pigs
 - c. Horses
 - d. Dogs
 - e. Cats
- 5. Give practical advice for common conditions in the following species
 - a. Cattle, sheep, goats
 - b. Pigs
 - c. Horses
 - d. Dogs
 - e. Cats
- 6. Be able to identify controlled animal diseases and institute the correct procedures in respect of these diseases as controlled in the various regulations.
- 7. Be able to apply the principles and practice in respect of:
 - a. Meat Hygiene
 - b. Meat Inspection
 - c. Milk Hygiene
- 8. Be able to give practical advice on zoonotic diseases.
- 9. Be able to apply basic epidemiological principles when identifying and controlling an outbreak of disease in a group of animals or geographical area.
- 10. With regards to controlled animal diseases, emerging diseases and zoonotic diseases
 - a. Be able to explain the disease or condition
 - b. Describe the clinical course of the disease
 - c. Understand the method of transmission or spread of the disease
 - d. Know which diagnostic tests and which samples are needed to confirm the diagnosis
 - e. Know the regulatory requirements for notification and control of the disease
 - f. Describe the control of these diseases
 - g. Know the risk each disease has for human health and well being

One Health Concept

- 1. Understand the veterinarian's role in the concept of One Health
- 2. Understand the use of risk analysis to ensure that animal and human health is adequately protected.
- 3. Being able to interact with public health professionals on joint intervention programmes related to zoonotic diseases
 - a. Joint research projects

- b. Disaster management approaches
 - c. Awareness programmes
 - d. Continuous development programmes
4. Food Hygiene
- a. Understand the principles for the delivery of food safe for human consumption from the farm to the abattoir
 - b. Be able to participate in meat inspection
 - c. Be able to assist with humane slaughter of food producing animals
 - d. Understand and be able to apply the principles of food (meat, milk, etc) withdrawal times of medications used on food producing animals
 - e. Understand and apply the principle of sanitation required for the production of safe and health food for man-kind.

Research, Industry and Science

- 1. Understand the basic requirements of structured research and the process involved in setup a trial.
- 2. Be able to read, understand and formulate questions after reading a journal article.
- 3. Be able to formulate a concept of humane treatment of research animals.

Annex 3 – SAVC EMS Policy

The value of EMS

1. Benefits of EMS are widely recognised. EMS contributes practical value to the veterinary undergraduate course with students gaining “real life” experience. There is professional growth and opportunity for people and practices involved and closer understanding and cooperation between ivory tower (academia) and “real life” (practice).
2. SAVC requires the school to demonstrate how it enhances achievement of competences and to ensure that EMS training is quality controlled with the same standards of training and facilities as the school. The term Work Integrated Learning (WIL) reflects these goals i.e. it effectively integrates with the programme.

Aims of EMS

EMS Aims

Work placements should enable students to:

- develop their animal handling skills across a range of common domestic species
- develop their understanding of the practice and economics of animal management systems and animal industries
- appreciate the importance of herd health and the epidemiological approach to production animal work
- develop their understanding of practice economics and practice management
- develop their understanding and gain further experience of medical and surgical treatments in a variety of species
- develop communication skills for all aspects of veterinary work
- appreciate the importance of animal welfare in animal production and in the practice of veterinary medicine
- appreciate the broad ethical and legal responsibilities of veterinarians
- experience of a variety of working environments.

Clinical EMS

- 1 Whilst it is essential that all students gain appropriate experience across all the common domestic species to meet their Day One Competences, schools must not rely solely on EMS placements to provide this experience. Where Day One Competences need to be covered in placements outside the university, such training should be regarded as part of the core curriculum and should be subject to the same quality control and monitoring as the intra-mural course.
- 2 Students should be able to electively choose the areas of practice they wish to focus on and encouraged to find a practice where they can spend a significant of their EMS, returning at different intervals until they graduate. This will help students to build a good trust relationship with the practice. In this way, the opportunities offered by the placement can be maximised for both parties.

EMS and Veterinary Public Health

- 1 The practical component of understanding food hygiene and gaining experience in abattoirs should not be delivered solely through EMS placements. Some visits to abattoirs and other meat processing plants, which form an essential part of teaching in veterinary public health for all students, must be part of the core curriculum and should not be left only to the less formal EMS.
- 2 Students who wish to spend further elective time focussed on the entire area of public health should be encouraged to undertake relevant EMS placements.

Communication

For EMS to be effective, all parties – veterinary schools, practices, students and SAVC - have a part to play. Good communication and exchange of information in achieving acceptable standards is important.

Students

- 1 Students must take responsibility for their own learning during EMS. This includes preparing properly before each placement, setting learning objectives in consultation with their lecturers, considering SAVC Day One Competences. Students should check that their placement provider has received all the relevant paperwork and guidance relating to

EMS and, if they haven't, provide the practice with a copy or email them with an on-line link.

- 2 Students must keep EMS records - proper records of their experience, using the logbooks, learning diaries or databases provided by their university. They must discuss their EMS records and progress with their clinical teachers, reflect on what they are learning and see their EMS experience as an integral part of their education.

UNIVERSITIES

- 1 Universities must allocate sufficient staff resources to EMS to ensure that it is administered, coordinated, monitored and supported effectively.
- 2 Universities must have a single EMS coordinator to oversee EMS within the university and to liaise with practices and other organisations.
- 3 There must be a comprehensive recording system for students to log and reflect on their EMS experience. This must form an integral part of their assessment during the degree course. Logs need not be used exclusively for EMS and may also cover intramural training. Students must keep accurate and up to date notes on their progress.

Practices

- 1 Veterinary practices and other placement providers make a highly valued contribution to veterinary education through EMS.
- 2 Schools and their students should strive for mutually beneficial relationships with practices to ensure continued commitment to participate at a high standard of practice and teaching.

SAVC

- 1 SAVC will evaluate arrangements for EMS during visitations, including discussion with tutors and students, and with practices offering EMS work placements, to determine how successfully EMS is coordinated by the school.
- 2 SAVC recognises the increasing role that effective EMS plays in veterinary training, especially as issues such as urbanisation restrict intramural opportunities.

Annex 4 - “Distributed” clinical education

Introduction

1. This annex provides guidance to schools on the use of distributed modes of practical training.
2. The term ‘distributed’ refers to off campus sites not owned or administered by the university. A spectrum of possible distributive arrangements can be applied where core clinical teaching, as opposed to elective experiential training, is done.
3. The SAVC does not support training through the use of only distributive training and a large portion of training needs to be undertaken within university-owned and run facilities.

Distributed teaching and EMS

4. Both mandatory (“core”) and elective training can be done on distributed sites. They should be categorised and distinguished clearly from each other. EMS is an integral part of the veterinary training but it is complementary to the main programme on a less formal basis rather than providing core training. However, all EMS placements providing “core” distributed teaching must meet all the relevant accreditation standards.

General principles

5. Veterinary schools implementing any type of distributed teaching will need to be able to demonstrate how the degree course meets all the SAVC criteria for accreditation, regardless of where and how the teaching takes place.
6. The university must designate to SAVC which sites it considers as primary instructional sites to be used to deliver core/essential teaching, and must identify which parts of the curriculum are to be covered at those sites.
7. During SAVC visitations, the visiting team will need to inspect at least a representative sample of off-campus teaching sites and interview the staff involved there in teaching and assessing students, in the same way that university-based staff are interviewed.

Requirements for off-campus distributed teaching sites

Finances and contractual arrangements

8. Any off-campus clinical sites selected by the school to provide core teaching should receive appropriate financial or other 'in-kind' remuneration from the school for teaching to ensure that students receive on-site supervised instruction.
9. There should be a formal written contract/signed agreement between the university and the organisation concerned setting out expectations on both sides, to ensure that standards will be maintained for the duration of the students' training.
10. There must be evidence (e.g. through contracts with each site/organisation) that there are sufficient places available in total to match the training needs of the student intake. The availability and timing of placements should be such that students can attend all the necessary placements without having to miss other essential parts of their course.
11. Arrangements with off-campus sites/organisations should be secured sufficiently far in advance to ensure stability of provision for students over successive cohorts during the period of accreditation. The university must have suitable contingency plans to cover shortfalls or failure by a contracted provider to comply with contract terms and conditions.

Staff

12. Staff (whether directly employed by the university or not) who provide core teaching and/or who are involved in assessing students at distributed sites must be fully competent and experienced in the curriculum subject area concerned, ideally holding a postgraduate qualification.
13. They must be adequately trained in principles of teaching and assessment, and receive training and support from the university to enable them to keep up to date with best practice teaching and learning strategies, and with university assessment policies and procedures.
14. There should be clarity within the agreements/contracts about the teaching and assessment time commitment for staff not employed by the university.
15. Staff not directly employed by the university who are involved in teaching for more than 10 hours per year may be included in the university's staff-student ratio reports to SAVC provided their teaching time is covered by a contract/agreement with the university. They must be listed by name in the university's annual data returns to SAVC indicating what their teaching

commitment is. (The calculation for the ratio should be made as proportion of time which they spend teaching compared with the time an average full-time teacher devotes to teaching, e.g. if the average workload is 600 hours per year per lecturer, and the external lecturer teaches undergraduates for 60 hours per year, this is counted as 0.1 FTE.)

16. If staff employed by the university are seconded to, or located at off-campus sites or other non-university owned facilities, there should be arrangements to ensure that they can continue to be part of the collegiate community. Their career path and academic interests (including research involvement) should not be disadvantaged by geographical separation from the university.

Facilities

17. The facilities and equipment at off-campus veterinary clinics, practices and hospitals used for distributed teaching must meet the applicable national standards or codes, including compliance with all relevant legislation. Practices and hospitals **must** be registered with SAVC and comply with SAVC standards for facilities of the description registered (e.g. hospital, primary health care consulting rooms).
18. Off-campus facilities and equipment used for teaching students must be well maintained and implement acceptable standards of health and safety, animal welfare and biosecurity. Compliance must be regularly reviewed by the school.
19. Distributed clinical sites where students spend a significant amount of their time should provide dedicated learning spaces including access to computers with good internet link/wifi connection, so students can access the university's on-line library and other e-learning facilities. Additionally, a range of relevant text books and/or electronic format data should also be available for student reference, over and above the 'standard practice library'.

The teaching and learning environment

20. Core clinical teaching in off-campus sites should be provided in an environment that promotes best practice of veterinary medicine and surgery.
21. Where core teaching is provided in private practices or other commercial environments, time should be allowed for students to investigate and follow up at least a proportion of cases in depth. There should be opportunities for students to discuss and reflect upon cases with their practice-based teachers, to develop their problem-solving skills and gain some experience of evidence and research-based medicine.

22. Students should have opportunities to be involved in extended diagnostic work up and problem solving of complex cases, including referrals, which go beyond those routinely encountered in practice.

Assessment

23. Staff at off-campus sites, who are not employed by the university, but who are involved with the assessment of undergraduate students, must be listed in annual and SER reports. All staff involved with undergraduate student assessment must be trained in assessment. Those who are new to the role must be supported by the university and their assessments monitored by experienced examiners until the university's quality assurance procedures are complied with.
24. Any assessments undertaken at off-campus sites must comply with the university's quality assurance procedures. All the university's policies on assessment and examinations (including protocols on exam security and confidentiality) which apply to university-owned facilities must apply equally to all distributed sites.

Quality Assurance and Monitoring

25. The university must implement credible quality assurance and monitoring procedures to ensure that teaching and assessment undertaken at distributed sites continues to meet the required standards. This must include
- regular site visits by veterinary-qualified university staff
 - feedback from students on the quality of instruction
 - feedback from teaching staff at the site.
26. Monitoring visits must be undertaken by veterinary qualified staff to ensure that appropriate student services are provided, that facilities are adequate and the educational programme is being delivered.
27. Where numerous off-campus sites are employed by the veterinary school to deliver the veterinary curriculum, there must be effective co-ordination between them, led by the veterinary school, to minimise fragmentation across and to ensure consistency in students' experience.
28. Representatives from distributed sites/organisations should be included on key veterinary school committees, and involved wherever possible in discussions on curriculum planning, teaching and learning, and assessment planning.

Information and student support

29. The university must take steps to ensure that the educational objectives to be covered at each site are understood by students, teachers and site coordinators.
30. Students should be provided with sufficient information about the distributed sites they are required to attend, including the communication channels available to them to report problems or grievances and other necessary background information.
31. Students must be provided with information on how to contact their teachers or other university staff during times when they are off campus.
32. Students must be made aware of their responsibilities when attending off-campus sites, particularly where they are dealing with clients and other members of the public. For all off-campus clinical training sites, site coordinators and students must be aware of their position, relationships and responsibilities. When dealing with clients and other members of the public at off-campus clinics, their status as students must be clear to all.

Annex 5 - Tasks and specifications for visiting team members

Key tasks for a visitor

- Evaluate and make recommendations to SAVC on the standard of veterinary education and training at universities offering degrees.
- Following SAVC evaluation standards and procedures, review the university's SER before the visit, submit comments to SAVC before the visit, and take part in any required training and/or pre-visit meetings or teleconferences.
- Attend the site visit (usually allowing five and a half days).
- Act as first rapporteur in reviewing one or more of the standards of the school's SER, and second rapporteur for one or more other standards, and contributing to the final report, as expertise permits.
- Assist in submitting to SAVC a draft report on the allocated standards by the end of the visit.
- Comment on drafts of the overall final report before submission to SAVC.
- Attend further follow-up meetings/visits if required and comment on follow-up reports as necessary.

Visitor training

For new visitors selected for a visitation, a briefing/training session, alternatively on-line briefing/training, will be provided by SAVC.

Time commitment

Preparatory reading time: the visitor must allow time to consider the university's full SER report (approximately 100 pages of 10 point font Arial), prepare initial written comments and queries and participate in any necessary communication or conferring - usually around 6-8 weeks before the visit.

Visit: usually 5.5 days (Sunday afternoon – Friday inclusive), with the formal proceedings at the university starting on the Monday. Each day is a full day, from 8.00am through to late evening. The visiting team has a meeting every evening after visiting the university during the day as well as a working dinner.

Report writing: reports are drafted during the week of the visit, but the visitor must also consider and comment on the full draft visitation report after the meeting. Draft reports need to be responded to and finalised promptly (within 1 week of receipt).

Expenses

SAVC appointed visitors may claim reimbursement for their loss of earnings at the current Council rate for the time spent on the site visit on submission of an invoice or claim

Receipts must be provided for all travel and subsistence expenses before costs can be reimbursed.

SAVC visitor attributes

The following qualities are considered for the nominees or applicants for SAVC's potential visitors list:

Academic

- Hold a degree(s) registerable with the SAVC or other body acceptable to SAVC.
- Have experience in veterinary education (e.g. previous visits, on academic staff, practitioner involved in student training).

Aptitude

- Competence in interpreting and analysing complex data.
- Competence in solving problems.
- Competence in English writing and report delivery.

Interpersonal skills

- Constructive criticism
- Interviewing
- Teamwork
- Facilitating discussion to point of finality and decision
- Courtesy in speech and manner
- Competence in English writing and report delivery
- Able to keep appropriate matters confidential

General

- Of good standing and respected professionally.
- Additional desirable attributes (e.g. post graduate qualifications, research credentials, leadership experience in professional organisations, management experience, financial knowledge, administrative experience).

- Any additional quality which, in the opinion of the SAVC, would add value or balance to a team for a specific visit.

Annex 6 - Conflict of interest management

Conflicts of interest amongst visitors and anyone considering visitation reports threaten the objectivity of the accreditation process.

Criteria used when selecting visitors

1. When forming its visitation panels, the SAVC needs to appoint visitors who have the combined team expertise to form an objective and informed judgement about the standard of veterinary education and training at a university. When the team is appointed, necessary variables are considered. There must be an appropriate balance of expertise covering basic sciences, animal production, food hygiene and clinical studies; one or more visitors must have experience at a senior level of managing a veterinary school; at least one member must be a clinical practitioner, and at least one of the team must have an appreciation of veterinary research. Team members may be nominated SAVC and some may be visitors in other jurisdictions, such as the AVBC and RCVS. Most members of the team must have had previous experience as a visitor. Furthermore, visitors need to make the time commitments necessary before, during and after the visit. SAVC normally includes an international visitor residing on the African continent.

Impartiality

2. In appointing visitors to teams, SAVC emphasises on the need for impartiality and expects visitors to always act objectively and professionally. This can sometimes present difficulties for a small profession such as the veterinary profession, and especially so for academics who network widely with fellow experts on a national and international basis. This is of concern in South Africa where most visitors will be graduates of the single veterinary school.

Conflicts of interest

3. It is not always possible to avoid the appointment of visitors with no previous history of involvement with the university visited or other conflicts of interest.
4. Those with a very close and/or recent association with a university being visited would be ruled out as a visitor for that university. In marginal cases, where there is potential for a conflict of interest whether actual or perceived visitors must declare their interest or even just the possibility thereof in advance. They must complete an SAVC declaration (section B of attached form) and send it to the PCO who will consult SAVC. They may be asked to step down from the team. The membership of a visiting team is made known to the university being visited at least 6 months before the visit takes place. The university may also raise an objection to SAVC to a nominated visitor on the grounds of a conflict of interest and request that the visitor be replaced on the team.

5. A visitor may be asked during the visit to recuse him/herself from some meetings (e.g. if they have an association with a faculty member,) or from discussing or reporting on particular topics (e.g. research, if their involvement has been research-related). In this way conflicts of interest are disclosed and managed during the visit and in the drafting of the subsequent report.

6. Potential conflicts of interest involve official, professional, or personal relationships which may, or could reasonably be considered to influence or impair visitors' judgements. The SAVC and its legal expertise, in consultation with the university, will determine which are relevant to any given situation.

Declaration

7. All visitors are asked to complete and sign the visitors conflict of interest declaration form (see below), either confirming that they have no conflicts of interest, or alternatively declaring any they believe to be relevant, and return it to the Head of Education at SAVC before the visit takes place.

Visitors conflict of interest declaration

Name of visitor: _____

University to be visited: _____

Year of visit: _____

Please complete either section A, or section B as appropriate:

A

I confirm that, to the best of my knowledge and belief, I have no current conflict of interest that would, or could be perceived to affect my duties as a visitor.

Signature: _____

Date: _____

B

I wish to declare the following interests which could lead to a possible conflict of interest. I understand that these will be discussed with the appropriate SAVC official before my appointment as a visitor is confirmed.

Signature: _____

Date: _____

Annex 7 - Accreditation rubric

The rubric is most useful as a checklist. It also ensures that all areas are covered and receive necessary evaluation. It lacks nuanced comment by visitors on important issues such as leadership, quality of relationships and efficiency. These must be included in a balanced report. Merely “ticking the boxes” is insufficient.

STANDARDS		Compliant	Minor Deficiencies	Major Deficiencies	SER page reference
1.	ORGANISATION				
1.1	Mission statement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2	Strategic & operating plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3	Part of an institution of higher learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4	National institutional accreditation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.5	Relationship between school and parent institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.6	Qualifications and responsibilities of the dean incl. budgetary control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.7	Qualifications of those responsible for professional /ethical/academic matters in teaching hospital(s)/clinics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.8	Sufficient effective administrative staff to manage the school adequately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.9	Evidence of management of threats or risks to the quality of the veterinary programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.	FINANCES				
2.1	Adequacy of financial support for professional teaching programme and the mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.2	Delineation of funding and impact of ancillary undergraduate programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3	Regular review of finances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4	Clinics/hospitals function as instructional resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.5	Clinics/hospitals run efficiently with transparent business plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.	FACILITIES AND EQUIPMENT				
3.1	Physical environment conducive to learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2	Programme for maintenance & upgrading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.3	Adequacy of teaching facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.4	Study & service areas for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.5	Adequacy of offices, teaching prep. areas and research laboratories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3.6	Facilities comply with health and safety, biosecurity and welfare standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.7	Adequacy of livestock facilities, & animal housing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.8	Adequacy of on-campus clinical teaching facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.9	Adequacy of off-campus/distributed core clinical teaching facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.10	Adequacy of diagnostic and therapeutic services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.11	Operational policies and procedures posted for staff, students and visitors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.12	Adequacy of isolation facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.	ANIMAL RESOURCES AND MATERIALS OF ANIMAL ORIGIN				
4.1	Adequate range of animals available for teaching (normal vs. diseased, in- vs. out-patient, field service, ambulatory, herd health)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.2	Diverse and sufficient surgical/medical patients for student clinical teaching, including primary health care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.3	Standard and quality assurance of education at external sites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.4	Nursing care & instruction provided; student involvement in ambulatory/field programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.5	Students' involvement in health-care management of patients (& involvement with clients)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.6	Adequacy of medical records system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.7	Students competent in relevant animal handling prior to placements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.	INFORMATION RESOURCES				
5.1	Adequacy of information retrieval resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.2	Access to information resources on and off campus (including distributed sites)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.3	Librarian is qualified, support personnel are available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.4	Internet widely available, including in libraries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.5	Support for development of instructional materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.6	Alignment of information resources to teaching programme with systems to evaluate effectiveness of innovations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.	STUDENTS				

6.1	Appropriate student body (size and representation) given mission and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.2	Adequate post-grad programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.3	Student support & welfare services, incl. careers advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.4	Mechanisms to resolve student grievances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.5	Student input to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.6	Student Complaint policy and procedure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.	ADMISSION AND PROGRESSION				
7.1	Selection criteria & numbers admitted consistent with mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.2	Course adverts clear & comprehensive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.3	Student selection & progression criteria are fair, transparent & appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.4	Selection criteria & processes clear & accessible; reviewed for relevance, & take account of Competences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.5	Training provided for those involved in selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.6	Potential students advised of demands & fitness to practice requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.7	Non-academic achievement admission criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.8	Strategies for widening participation and complying with SA transformation policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.9	Academic entry requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.10	Policies for students with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.11	Explicit progression policy, with remediation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.12	Attrition/progression monitored	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.13	Explicit policies for exclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.14	Transparent & accessible appeals policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.15	Explicit policies on misconduct & fitness to practise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.	ACADEMIC AND SUPPORT STAFF				
8.1	Staff appropriately qualified and prepared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.2	Appropriate numbers of staff to deliver the programme and mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

8.3	All teaching staff display competence & teaching skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.4	Promotion and tenure policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.5	Performance review procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.6	Staff development in tertiary teaching available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.7	Promotion criteria recognise teaching & other activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.	CURRICULUM				
9.1	Curriculum consistent with SA Higher Education Qualifications Standards Framework level 8 and SAVC Day 1 Competences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.2	Explicit coherent learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.3	Learning outcomes communicated to staff/students, reviewed, managed & updated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.4	Regular (min 7 yearly) review and management (revision)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.5	Management of the curriculum by committee with clear reporting lines and responsibility as set out in 9.4. Chapter 2. Regular meetings incl. student representation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.6	Curriculum covers items listed in 9.5. Chapter 2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.7	EMS is integral and structured part of programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.8	Farm animal husbandry EMS complements core training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.9	Core clinical training is complemented by clinical EMS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.10	Feedback systems for EMS providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.11	EMS coordinated by member of academic staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.12	Mechanisms to support students to take responsibility for own learning, incl. reflective logs & objective setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	ASSESSMENT				
10.1	Assessment strategy well managed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.2	Assessment tasks & grading criteria explicit in advance of tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.3	Requirements clear to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.4	Explicit appeals procedure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.5	Review processes for assessment strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

10.6	Full range of professional skills & attributes covered by assessment design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.7	Assessment informs student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.8	Assessment loads planned to achieve appropriate workloads for staff & students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.9	Assessment at programme and unit level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.10	Valid & reliable assessments, with direct assessment of clinical skills a significant component	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.11	Effective assessment management incl. record keeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.12	Quality control of assessment outcomes with peer review of the process etc.				
10.13	Moderation processes in place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.14	Grades awarded appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.	CONTINUING AND POSTGRADUATE EDUCATION AND RESEARCH				
11.1	Adequate integration of research in the professional programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.2	Active student participation in research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.3	Breadth & quality of school research programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.4	Provision of postgrad degrees, postgrad clinical training programmes & CPD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.	OUTCOMES ASSESSMENT				
12.1	Mechanisms in place to gather data which show institutional and educational objectives are being met. Trends analysed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.2	Strategic goals are appropriate and progress towards these is being made	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.3	Veterinary programme subject to internal and external evaluation by long and short feedback loops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.4	New graduates have the scientific knowledge, skills and ability to provide entry level care upon graduation (D1Cs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.5	Procedures to review the evidence of student experience and achievement of D1C				
12.6	Use made of student experience logs by students, and by school to monitor experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

12.7	Direct and indirect measures of student learning outcomes are used to evaluate clinical competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.8	School can demonstrate assessment of the quality of the veterinary programme				
Students have mastered clinical competences at entry level (to OIE standards):					
12.9	1. Patient diagnosis, appropriate use of clinical resources, record management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.10	2. Treatment planning and referral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.11	3. Anaesthesia, pain management, patient welfare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.12	4. Basic surgery skills, experience, case management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.13	5. Basic medicine skills, experience, case management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.14	6. Emergency and intensive care case management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.15	7. Health promotion, disease prevention/biosecurity, zoonosis, food safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.16	8. Client communication, Professional & ethical conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.17	9. Critical analysis of information and research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.18	Evidence that monitoring of student achievement of Day One Competences affects programme reviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.19	Evidence of a continuous quality improvement strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.20	Student attrition rates with reasons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.21	Employment rates of graduates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Final visitor team evaluation

Visitor team summary of standards evaluation

STANDARDS		Compliant	Minor Deficiencies	Major Deficiencies
		No factors exist that compromise current compliance; or, if not addressed, may compromise future compliance.	Minor deficiencies have minimal or no effect on student learning or safety. The deficiencies are correctible in 1yr.	Major deficiencies have more than minimal impact on student learning or safety.
1.	Organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Finances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Facilities and equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Animal resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Information resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Admission and progression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Academic and support staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Continuing and postgraduate education & Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Outcomes Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>