TAVEPA GENERAL ANNUAL MEETING
On 4 December 2018  Arusha - Tanzania

Report by VCT and SAVC (2019)
Foreword
The World Organisation for Animal Health [OIE] is recognised for the funding of this project. This project supports the OIE’s recommendations that OIE members have veterinary scientific communities capable of preparing, discussing and drafting standards. The goal of this project is for the candidate Veterinary Statutory Body, VCT to become self-sufficient, to implement national veterinary legislation and regulate veterinary and para-professional practice.

The VCT and SAVC Twinning project was aligned to the OIE requirements with the aim to share knowledge towards competent Veterinary Statutory Bodies, autonomous from political or commercial interests, striving for excellence in veterinary and veterinary para-professional services, appropriate licensing or registration and determining minimum standards.
**Acronyms**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AICC</td>
<td>Arusha International Conference Centre</td>
</tr>
<tr>
<td>AMR</td>
<td>Antimicrobial Resistance</td>
</tr>
<tr>
<td>BVM</td>
<td>Bachelor of Veterinary Medicine</td>
</tr>
<tr>
<td>BVSc</td>
<td>Bachelor of Veterinary Science</td>
</tr>
<tr>
<td>CCS</td>
<td>Compulsory Veterinary Community Services</td>
</tr>
<tr>
<td>CPD</td>
<td>Continuing Professional Development</td>
</tr>
<tr>
<td>CVMBS</td>
<td>College of Veterinary Medicine and Biomedical Sciences</td>
</tr>
<tr>
<td>DAFF</td>
<td>National Department of Agriculture, Forestry and Fisheries</td>
</tr>
<tr>
<td>EAC</td>
<td>East African Community</td>
</tr>
<tr>
<td>ECF</td>
<td>East Coast Fever Disease</td>
</tr>
<tr>
<td>NACTE</td>
<td>National Accredited Council for Technical Education</td>
</tr>
<tr>
<td>OIE</td>
<td>World Animal Health Organisation</td>
</tr>
<tr>
<td>OBP</td>
<td>Onderstepoort Biological Products</td>
</tr>
<tr>
<td>PVS</td>
<td>Performance of Veterinary Services</td>
</tr>
</tbody>
</table>
**FINAL REPORT ON THE TWINNING PROJECT CONDUCTED BETWEEN THE VETERINARY COUNCIL OF TANZANIA [VCT] AND SOUTH AFRICAN VETERINARY COUNCIL [SAVC], FROM 20TH OF APRIL 2018 TO 4TH OF DECEMBER 2019.**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>SADC</td>
<td>Southern African Development Community</td>
</tr>
<tr>
<td>SAVC</td>
<td>South African Veterinary Council</td>
</tr>
<tr>
<td>SER</td>
<td>Self-Evaluation Report</td>
</tr>
<tr>
<td>TARDI</td>
<td>Tsolo Agriculture and Rural Development Institute, SA</td>
</tr>
<tr>
<td>TAVEPA</td>
<td>Tanzania Veterinary Para-professional Association</td>
</tr>
<tr>
<td>TCU</td>
<td>Tanzania Commission for Universities</td>
</tr>
<tr>
<td>TVA</td>
<td>Tanzania Veterinary Association</td>
</tr>
<tr>
<td>UDSM</td>
<td>University of Dar es Salaam</td>
</tr>
<tr>
<td>VCT</td>
<td>Veterinary Council of Tanzania</td>
</tr>
<tr>
<td>VSB</td>
<td>Veterinary Statutory Body</td>
</tr>
<tr>
<td>WVA</td>
<td>World Veterinary Association</td>
</tr>
</tbody>
</table>
TABLE OF CONTENTS

Foreword........................................................................................................................................... i
Acronyms............................................................................................................................................. ii
Executive Summary ............................................................................................................................. vii
1. BACKGROUND ...................................................................................................................................... 1
2. OBJECTIVES ......................................................................................................................................... 1
3. IMPLEMENTATION OF THE PROJECT ............................................................................................ 2
  3.1 LAUNCHING OF THE TWINNING PROJECT ON THE 20TH OF APRIL 2018................................. 2
    3.1.1 Introduction ............................................................................................................................... 2
    3.1.2 Description of VCT Expectations .............................................................................................. 3
  3.2 VCT AND SAVC WORKSHOP HELD IN CENTURION, SOUTH AFRICA FROM THE 15TH TO THE
       20TH OF JULY 2018 ...................................................................................................................... 5
    3.2.1 Introduction .................................................................................................................................. 5
    3.2.2 Day one skills and scopes of practice ......................................................................................... 8
    3.2.3 Assessment of standards of training: Visitations ........................................................................ 8
    3.2.4 Assessment of standards of training: Examinations ..................................................................... 9
    3.2.5 Continuing Professional Development (CPD) ........................................................................... 9
    3.2.6 Memorandum of Understanding (MoU) between VCT & SAVC .............................................. 10
3.2.7 Access to vaccines ................................................................. 10
3.2.8 Veterinary medicines.......................................................... 11
3.2.9 Deliberations ....................................................................... 12
3.2.10 Recommendations ............................................................... 12
3.3 VCT, SAVC FIRST TWINNING TRAINING SESSION FOR VETERINARIANS AND PARA-
PROFESSIONALS THAT WAS HELD FROM THE 3RD TO THE 6TH OF DECEMBER 2018 AT AICC, IN
ARUSHA ............................................................................................... 12
3.3.1 Introduction ........................................................................... 12
3.3.2 Conduct of Training ............................................................... 14
3.4 VCT, SAVC SECOND TWINNING TRAINING SESSION FOR VCT MEMBERS THAT WAS HELD
FROM THE 14TH TO THE 17TH OF JANUARY 2019 AT MVUVI HOUSE, DAR ES-SALAAM .............. 16
3.4.1 Introduction ........................................................................... 16
3.4.2 Conduct of Training ............................................................... 18
3.4.3 Outcome from the second training ....................................... 21
3.5 VCT, SAVC THIRD TWINNING TRAINING SESSION FOR VCT MEMBERS THAT WAS HELD
FROM THE 19TH TO THE 21ST OF FEBRUARY 2019 AT MVUVI HOUSE, DAR ES-SALAAM ........... 22
3.5.1 Introduction ........................................................................... 22
3.5.2 Conduct of Training ............................................................... 23
3.5.3 Outcome from the third training ........................................... 25
3.6 IMPLEMENTATION OF ACTIVITIES PLANNED FOR MARCH TO DECEMBER 2019 .......... 26
3.6.1 Veterinary Education ............................................................. 26
3.6.2 Regulation of veterinary practice ......................................... 33
3.6.3 Improving Operations of Veterinary Council of Tanzania ........ 37
4. Achievements and Way forward. ..................................................... 41
4.1 Achievements .......................................................................... 41

4.2 Way forward. ..............................................................................................................................................44

5. ACKNOWLEDGEMENTS ..................................................................................................................................46
Executive Summary

Through the established global programme of “The OIE Veterinary Statutory Bodies Twinning Programme” on which eligible Veterinary Statutory Bodies are twinned to build institutional capacity in compliance with Article 3.2.12 of the OIE Terrestrial Animal Health Code and the OIE Guide to Veterinary Statutory Body Twinning Projects, the South African Veterinary Council (SAVC) and the Veterinary Council of Tanzania (VCT) under the support of the OIE entered in a Twinning Project that was signed on the 26th of January 2018 and launched officially on the 20th of April 2018.

In this project the SAVC and VCT share knowledge and experience with the aim to strengthen competences required to fulfill VSB responsibilities towards achieving International Standards as per OIE codes. The project addresses areas such as the Importance of an independent VSB; Veterinary ethics and professionalism; Responsible use of Veterinary Medicines including the use of antibiotics; Day One Skills and Scopes of practice for veterinarians and para-professionals; Criteria for evaluation of training institutions and administration of registration examinations; Continuing Professional Development [CPD]; the One Health Concept; Data capturing, dissemination of information and communication; Running of VSB operations and development of a strategic plan for the VCT.

This Twinning Project was funded by the OIE, the SAVC plays the role of the parent body and VCT as a candidate body. SAVC is represented by Mrs Lynette Havinga, Registrar, South Africa as Team leader, for the VCT Dr. Bedan Masuruli, Registrar, acts as Team leader. The project was launched and kicked off on the 20th of April 2018 in Centurion, South Africa. The launching was followed up by a Needs-Assessment Workshop which was organised and held in Centurion, South Africa at the SAVC offices from the 16th to 20th of July 2018. The workshop deliberated on areas of focus, a work plan, training programmes and measurable outputs.
The workshop was later followed by three training workshops. The first training was held in Arusha, Tanzania from the 3rd to 6th of December 2018, at the Arusha International Conference Centre (AICC) in cooperation with the 36th Tanzania Veterinary Association (TVA) Veterinary Scientific Conference for veterinarians; for para-professionals the training was held in cooperation with the 4th Tanzania Veterinary Para-professionals Association (TAVEPA) at Arusha School from the 3rd to the 4th of December 2018. The training for veterinarians was attended by 137 veterinarians and for TAVEPA, 151 para-professionals and para-professional assistants attended the training. Nine (9), VCT Twinning representatives and five (5) SAVC Twinning presenters were present. The emphasis was placed on standards of training and regulation of CPD.

The second training was held in Dar-es-Salaam, Tanzania from the 14th to the 17th of January 2019 at Mvuvi House, Veterinary Complex premises. Eight (8) members from VCT and TVA representatives attended the training. Five (5) SAVC Twinning presenters were present. The emphasis was placed on regulation of medicines and veterinary practices.

The third training session was held in Dar-es-Salaam at Mvuvi House, Veterinary Complex premises and was attended by nine (9) members from VCT and TVA. Three (3) SAVC Twinning presenters were present. The emphasis was placed on operations and strategic planning of VSBs.

This report covers the implementation progress for the Twinning project from when it was launched on the 20th April 2018 to the 4th of December 2019.
1. BACKGROUND

The OIE Veterinary Statutory Body Twinning Project between the South African Veterinary Council (SAVC) and the Veterinary Council of Tanzania (VCT) under the support of OIE was signed on the 26th of January 2018 and was launched officially on the 20th of April 2018 in Centurion, South Africa. This Twinning Project, fully funded by the OIE in the amount of 104,414.29 Euros, is managed by the SAVC, the parent body and VCT as the candidate body. SAVC represented by Ms Lynette Havinga, Registrar of the SAVC as Team leader, while VCT is represented by Dr Bedan Masuruli, Registrar, VCT as Team leader.

In this project the SAVC supports and shares its knowledge and experience with the VCT to develop competences required for fulfillment of responsibilities as a Veterinary Statutory Body. This Twinning project addresses issues as follows: the Importance of an independent VSB; Veterinary ethics and professionalism; Responsible use of Veterinary Medicines; Day One skills and Scopes of practice for veterinarians and para-professionals; Criteria for evaluation of training institutions and administration of registration examinations; Continuing Professional Development [CPD]; the One Health Concept; Data capturing, dissemination of information and communication; Running of VSB operations and development of a strategic plan for VCT.

2. OBJECTIVES

The main objectives of this project are to strengthen the governance and regulation competencies of the Veterinary Council of Tanzania (VCT) with the view of improving enforcement in terms of implementation, capacity building and communication with special emphasis on:

- Regulation of professional conduct of veterinarians and veterinary para-professionals;
- CPD for veterinarians and veterinary para-professionals; and
• Control of veterinary medicines, inspection of facilities, veterinary service delivery and food safety.

3. IMPLEMENTATION OF THE PROJECT


3.1.1 Introduction

A Twinning project in the field of regulatory activities carried out by Veterinary Statutory Bodies (VSBs), the Veterinary Council of Tanzania (VCT) and the South African Veterinary Council (SAVC) was launched on the 20th of April 2018 in Centurion, South Africa. During the launch of the project the VCT expressed its expectations of the Twinning programme, among others to-

• improve regulation of professional ethics and conduct of veterinarians and para-professionals registered in Tanzania.
• enhance the undertaking of CPD by veterinarians and para-professionals registered in Tanzania.
• enhance the control of veterinary pharmaceuticals and vaccines.
• improve the assessment of training institutions and the conduct of veterinary and para-profession examinations in VCT.
• operationalise and customize activities that are carried out during the Compulsory Community Services (CCS) by BVSc graduates in South Africa into the internship for BVM graduates in Tanzania.
3.1.2 Description of VCT Expectations

3.1.2.1 Regulating professional ethics and conduct among veterinarians and para-professionals registered in Tanzania improved.

It was noted that the rights and responsibilities of veterinarians and of other categories of veterinary para-professionals and their duties under immediate, direct or indirect supervision by a responsible veterinarian are well-described in codes of ethics and codes of practice under the Veterinary Act (CAP 319). It was further elaborated that qualifications of veterinary para-professional cadres such as artificial insemination technicians, veterinary laboratory technicians or meat inspectors are also elaborated in 2011 Regulations made under the Veterinary Act (CAP 319).

The codes of ethics describe the principles of conduct and ethics that veterinarians and veterinary para-professionals need to abide to. However, compliance to professional conduct and ethics by these service providers is not as expected and therefore enforcement needs to be enhanced.

3.1.2.2 Enhance undertaking of CPD by veterinarians and para-professionals registered in Tanzania.

Continuing Professional Education is elaborated in The Veterinary (Code of Conduct for Veterinarians and Veterinary Specialists), Regulations of 2005, Part XIV and The Veterinary (Code of Conduct for Veterinary para-professionals and Para-professional Assistants), Regulations of 2005, Part VI. The Veterinary Act (Training Standards for Registration, Enrolment and Enlistment), Regulations of 2005, Part IV provides further details on CPD Section 9 (a) to (j). To assist in calculating credits, a booklet, on “Guidelines for Monitoring Continuing Professional Development for veterinarians and veterinary para-professionals” was published in 2014. VCT expressed its intention to enhance CPD.
3.1.2.3 Control of veterinary pharmaceuticals and vaccines and inspection of facilities

Cognisant of the fact that the veterinary profession in Tanzania needs to contribute fully towards the control of Antimicrobial Resistance [AMR], and considering its relationship in a veterinarian-client-patient-relationship (VCPR), VCPR is central to prescribing antimicrobials in feeds and extra-label use in several developed countries. A valid VCPR requires the veterinarian to have personally examined the animal or is familiar with the health status of the herd/flock because of timely visits.

The Veterinary (Code of Professional Conduct and Ethics for Veterinarians and Veterinary Specialist), Regulations (2005). Part VII deals with welfare of the animal, informed consent, options for treatment, second opinion from another veterinarian, veterinary fees and how to communicate with the client and assess the patient’s health status.

Dispensing of veterinary medicines is addressed under regulation 16 of the Veterinary (Code of Professional Conduct and Ethics for Veterinarians and Veterinary Specialist), Regulations of (2005), and requires medicines to be prescribed by a veterinarian, to ensure his client is aware of the correct method of administering the medicine. However, the current situation regarding the use of medicine in Tanzania is still uncontrolled and poses a threat that may lead to Antimicrobial resistance and there is a need for the situation to be immediately and adequately addressed.

3.1.2.4 Assessment of training Institutions and the conduct of professional and para-professional examinations.

Minimum initial standards for educational requirements are unequivocally identified in the Veterinary Act (CAP 319) for both veterinarians and veterinary para-professionals. The Veterinary Act (Procedures for Registration Examinations for Veterinarian and Veterinary Specialist), Regulations (2005), sets out step-by-step the creation of an Examinations Board (Part II), procedures for registration (Part III), types and categories of examination (Part IV). Part III Section 5 (2) outlines six functions of the Registration and Examination Committee which includes setting standards and evaluating a veterinary degree, animal health diploma and certificate course programmes. However, Standards are still not
adhered to by the training institutions and registration examinations are yet to be implemented. VCT’s expectation is to improve its assessment criteria for training institutions and implementation of registration examinations.

3.1.2.5 Compulsory Community Services (CCS) and internship

The National Department of Agriculture, Forestry and Fisheries [DAFF], now the Department of Agriculture, Land Reform and Rural Development [DALRRD] in South Africa employs BVSc, University of Pretoria (UP) and foreign graduates for a period of 12 months in the CCS programme following the completion of their 6-year degree programme or having passed a SAVC registration examination.

This programme may be examined and tailored to suit internship programme for BVM graduates in Tanzania. VCT expects to learn from this practice of SAVC.

Papers presented and discussed during the Needs Assessment Workshop are attached as Annexure 1.

3.2 VCT AND SAVC WORKSHOP HELD IN CENTURION, SOUTH AFRICA FROM THE 15TH TO THE 20TH OF JULY 2018

3.2.1 Introduction

The workshop was attended by five members from the VCT as captured in photograph 1 below and fourteen representatives of the SAVC as captured in photograph 2. VCT members travelled to South Africa on the 15th of July 2018. The first workshop day was held on the 16th of July 2018. Opening remarks were delivered by the President of the South African Veterinary Council, Dr Clive Marwick, who welcomed all members in attendance.
After introduction and opening remarks, the workshop dealt with and clarified the roles of a Veterinary Statutory Body (VSB) that are to oversee the quality and competence of veterinarians and veterinary para-professionals in a country. A competent Veterinary Statutory Body, was described to be autonomous, free from any political or commercial interests, must ensure excellence of the veterinary and para-professionals through appropriate licensing or registering veterinary professionals and para-professionals, and providing minimum standards for (initial and continuing) education.
Photograph 2: A group of VCT and SAVC members and staff members during a Needs Assessment workshop held in South Africa from the 16th to the 19th of July 2018.
The need for the SAVC and VCT to itemise challenges faced by the two Veterinary Statutory Bodies and the need to address those challenges during the training sessions were emphasised. It was noted that, in accordance with OIE directives all Veterinary Statutory Bodies (VSBs) should be independent of governments [political and commercial influence]. It was therefore agreed for the plan of action to include three training sessions and that for each of the three training sessions (session one: 3-6 December 2018; session two: 14-17 January 2019; and session three: 18-21 February 2019) the training will commence with an introduction highlighting the value of an independent VSB in relation to other topics to be addressed during the forthcoming training sessions.

3.2.2 Day One skills and scopes of practice.

Cognisant of the importance of Day One skills as part of setting the minimum standards for training, and the need for veterinarians and para-professionals to abide by the rules that govern veterinary practice it was concluded that “Day One skills and scopes of practice for veterinarians and para-professionals” will be discussed during the training sessions.

3.2.3 Assessment of standards of training: Visitations.

The workshop looked at visitation procedures and the setting of criteria for assessment of qualifications at training institutions and therefore resolved to:

a) Share visitation criteria; and
b) Exchange observers to visitations as a starting point.

It was noted that the next visitation in Tanzania was scheduled for 2018. It was proposed that invitations will be extended to SAVC and VCT observers to attend the respective SAVC and VCT visitations. Visits did not take place in 2018 but was postponed to 2019. The SAVC will conduct a visitation to one of its animal health training institutions namely,
Tsolo Agricultural and Rural Development Institution [TARDI] from the 8th to the 12th of April 2019 and VCT delegated a representative, who attended the visitation.

The next SAVC visitation to the Faculty of Veterinary Science, UP is scheduled for May 2020 and the VCT was invited to send a delegate. It was agreed to train VCT on visitation procedures during one of the training sessions. The SAVC’s updated Self-evaluation Report [SER] was submitted to VCT for consideration for its future visitations.

3.2.4 Assessment of standards of training: Examinations.

The workshop looked at how the SAVC conducted its registration examinations. VCT requested that the examination be introduced for Tanzanian graduates. The request was discussed.

It was resolved that there will be an exchange of observers to respective VCT and SAVC examinations. SAVC examinations took place on Wednesday, the 10th of October 2018 (Practical Examination: veterinary nurses and animal health technicians) and Thursday, the 11th and Friday, the 12th of October 2018 (Practical Examination: veterinarians). This could not take place in 2018 due to short notice. However, the invitation was extended to 2019; and Prof. Rudovick Kazwala of the College of Veterinary Medicine and Biological Sciences, SUA indicated his availability to attend the examinations in 2019. It was agreed to train VCT on examination procedures in one of training sessions. All SAVC registration examination documents were shared with Tanzania.

3.2.5 Continuing Professional Development (CPD)

It was noted that CPD is a way to stimulate life-long learning and keeping service providers abreast with the latest knowledge. CPD could also be used to address deficiencies in training.
In terms of the feasibility of the implementation of the system in Tanzania, it was noted that the VCT had not yet explored fully online opportunities for especially veterinary professionals and solutions were proposed as follows:

- CPD training sessions will deal with implementation of CPD compliance.
- Feasibility of compliance in Tanzania need to be reviewed i.e. required CPD hours may not be achievable. A review of how compliance could be achievable to be included, i.e. mobile access to CPD events, cost of CPD, agreements with associations and up scaling of current graduates.

It was agreed to train VCT on implementation of CPD and enforcement procedures during one of training session.

### 3.2.6 Memorandum of Understanding (MoU) between VCT & SAVC.

The two bodies agreed to commence a process of agreeing to mutual criteria and standards for assessment of qualifications and registration examinations with a view to enter into agreements to accept registration examinations and visitations based on agreed criteria. Progress regarding adjustment of criteria will be assessed after which agreements will be considered.

### 3.2.7 Access to vaccines.

The workshop informed representatives that Onderstepoort Biological Products [OBP], a vaccine producer in South Africa is manufacturing Blood-borne vaccines to control Anaplasmosis, Babesiosis and Heart water. From the Tanzanian position it elaborated that these diseases including East Coast Fever (ECF) are causing up to 90% of cattle mortalities and mortalities in small ruminants in Tanzania. It was therefore agreed to organise meetings between the two Chief Veterinary Officers [Tanzania & SA], vaccine producers and distributors. Blood-borne vaccines and their availability could be a topic and an informative article may be written for Tanzanians. The relevant authorities and producer were introduced; and communication was facilitated, twice.
3.2.8 Veterinary medicines.

The workshop was cognisant of inadequate veterinary control of veterinary medicines in Tanzania based thereon that:

- Veterinary para-professionals are not adequately supervised by veterinarians as required;
- Out of the one-hundred-and- eighty-seven [187] districts, seventy [70] districts do not have veterinarians to supervise para-professionals;
- Therefore, medicines are dispensed to farmers without veterinary control; and
- The fact that Antimicrobial resistance (AMR) is a concern and the use of antimicrobials must be restricted to veterinary oversight; it was agreed for the regulation of veterinary medicines to be one of the courses to be included in the planned training.

The training on control of veterinary medicines [regulations] had to include:

- How to read and interpret the three Acts, namely the Tanzania Food and Drugs Act; the Veterinary Act and the Pharmacy Act;
- How to apply these THREE Acts in terms of veterinary oversight and control of medicines;
- How to bring veterinary services to farmers, projecting the picture of increased production, healthy animals, and healthy humans;
- Contracting forensic companies and/or private practitioners as inspectors to avoid conflict of interest that emanates from utilizing state employees as inspectors;
- Registration of facilities; Client-patient-veterinarian relationships; Access to scheduled medicines by practice number only; Compliance with minimum standards by routine inspection, Prescription requirements; and
- The One Health concept.
3.2.9 Deliberations

It was agreed for the first training course in Tanzania to take place from 3-6 December 2018 during the 36th Congress of the Tanzanian Veterinary Association and 4th Congress of the Tanzania Veterinary Para-professional Association in Arusha, with a view to present to veterinary professionals and para-professionals and bring them on board [get buy-in] or acceptance for regulatory matters during the presentations [training]. The venue was thus changed from Dar-Es Salaam as previously agreed to Arusha, Tanzania. It was agreed that the second and third training sessions will be held from the 14th to the 17th of January 2019 and from the 18th to the 21st of February 2019 in Dar es Salaam.

3.2.10 Recommendations.

The workshop in Centurion concluded with a few, but pertinent recommendations which included:

- Immediately share information between the two Veterinary Statutory Bodies on Scopes of Practice, CPD, Day One Skills/competences and Regulation of medicines; and
- A commitment to implementation of the outcomes of the Twinning Project.

A detailed report [outcomes of the workshop] on the agreed topics to be discussed during the three training sessions to be conducted in Tanzania is attached as Annexure 2.

3.3 VCT, SAVC FIRST TWINNING TRAINING SESSION FOR VETERINARINAS AND PARA-PROFESSIONALS THAT WAS HELD FROM 3RD TO 6TH DECEMBER, 2018 AT AICC, IN ARUSHA

3.3.1 Introduction

The 36th Tanzania Veterinary Association Scientific Conference held in Arusha from the 5th to the 7th of December 2018 at Arusha International Conference Centre (AICC) was attended
by 137 veterinarians, while for the 4th TAVEPA Conference that was held also in Arusha at the Arusha School from the 3rd to the 4th of December 2018 was attended by 155 Para-professionals and Para-professional Assistants.

The TAVEPA conference was officiated by Prof. Dominic Kambarage, the TVA Chairman, whereas, the 36th Tanzania Veterinary Association Scientific Conference was officiated by the Permanent Secretary, Ministry of Livestock and Fisheries Prof. Elisante Ole Gabriel and the closure was graced by the Minister for Livestock and Fisheries, Honourable Luhaga Joelson Mpina.

Photograph 3: Hon Luhaga Joelson Mpina, Minister for Livestock and Fisheries, United Republic of Tanzania addressing the training of Veterinarians in Arusha Tanzania.
Training of veterinarians, who attended the 36th Tanzania Veterinary Association Scientific Conference in Arusha from the 5th to the 7th of December 2018; and Para-professionals who attended the 4th TAVEPA Conference from the 3rd to the 4th of December 2018 in Arusha covered the following topics: the importance of an Independent Veterinary Statutory Body; Day One skills; Scopes of practice; and CPD for veterinarians and para-professionals. Other topics covered include, Procedures for visitation and administration of registration examinations for professionals and para-professionals.

3.3.2 Conduct of Training

3.3.2.1 Training of para-professionals

Training of para-professionals was organised by the Tanzania Veterinary Para-professional Association (TAVEPA) in collaboration with VCT and the SAVC team and was held at the Arusha School Conference hall. Two days were used for training along with conference activities by providing slots in the conference programme to the SAVC team, five presenters to offer training using power point presentations as Annexure 3.

Para-professionals were given the opportunity to ask questions and clarify aspects of the presentations. Due to language barriers for some of the para-professionals in attendance, presentations were translated from English to Swahili and necessary clarifications were also given in Kiswahili.

During the first day of the training, the SAVC team started with the presentation on the importance of independent VSBs, followed by Day One Skills as part of the setting of the minimum standards, and the scope of practice for para-professionals. After every presentation, discussion was followed with question and answer sessions.

On the second day of training, visitation procedures and the setting of criteria for assessment of qualifications at training institutions were presented and thereafter followed by a presentation on procedures for assessment of training and administration of
registration examinations. CPD followed its crucial role and the need to undertake it for every para-professional was emphasized and after discussions, its implementation in Tanzania was found to be feasible considering the wide spread availability of smart phones and access to internet in most areas of Tanzania.

3.3.2.2 Training of veterinarians

Training of veterinarians was organised by the Tanzania Veterinary Association (TVA) in collaboration with VCT and the SAVC team and was held at the Arusha International Conference Centre from the 5th to the 6th of December 2018. Two days were used for training along with conference activities and as was done for para-professionals, slots were provided to the SAVC team during the two days to provide training to veterinarians using power point presentations, annexed as Annexure 4.

As for para-professionals, veterinarians were given an opportunity to ask questions and clarifications were provided. Presentations included the importance of independent VSBs, followed by Day One skills as part of the setting of the minimum standards, and the scope of practice for veterinarians. After every presentation, discussion was followed with question and answer sessions.

On the second day training was presented on visitation procedures and the setting of criteria for assessment of qualifications at training institutions; and thereafter a presentation on procedures for assessment of training and examination administration was presented. A presentation on CPD took place, it’s crucial role in the profession and the need for every veterinarian to undertake CPD, was emphasized. After discussion, CPD implementation in Tanzania was found to be feasible considering the wide spread of availability of smart phones and online CPD programmes.
3.3.2.3 Outcome from the Arusha training

The following were the deliberations for adoption and implementation:

- VCT to customise its Day One skills [competencies] and scopes of practice for veterinarians and para-professionals and enforce it. Customisation of Day One skills for Tanzania is to be referenced to the Day One skills developed by the OIE for veterinarians and veterinary para-professionals;
- VCT to fine tune its visitation guidelines for veterinary training institutions and its procedures for registration examinations and enforce it;
- VCT was urged to enforce CPD undertakings and ensure that all registered veterinarians, enrolled and enlisted professionals are abiding. Online CPD may be of a great help.

3.3 VCT, SAVC second twinning training session for VCT members that was held from the 14th to the 17th of January 2019 at Mvuvi House, Dar Es Salaam.

3.4.1 Introduction

The second training of eight (8) VCT representatives was held at Mvuvi house in Dar Es Salaam from the 14th to the 17th of January 2019 and was officiated by Prof. Dominic Kambarage, the TVA Chairman, whereby he welcomed all VCT, TVA and SAVC representatives. The attendees of the second training are as in the photograph 4 below.
Photograph 4: Attendees of the second training held at Mvuvi House Dar es Salaam from the 14th-17th of January 2019.

After registration, welcoming remarks from TVA and Registrar, SAVC, the workshop adopted the programme for the four days annexed as Annexure 5. The presentations are annexed as Annexure 6.

During the four days of training the following topics were addressed and included: Importance of Independent VSBs; One Health Concept and AMR; Regulations of veterinary medicine such as best practices, contracting forensic companies and private veterinarians as inspectors of veterinary facilities, registration of facilities, access to scheduled medicines, and prescription enforcement; Compulsory Veterinary Community Service [CCS] in South Africa and how it can be related to an internship programme in Tanzania; Compliance and Non-compliance challenges; and the possibility of using blood vaccines in Tanzania for controlling diseases.
3.4.2 Conduct of Training

The training in Dar Es Salaam was held for four days as follows:

3.4.2.1 Importance of Independent VSB

Power point presentations were used during the training, emphasis was placed on the roles of a Veterinary Statutory Body (VSB) that include overseeing the quality and competence of veterinarians and veterinary para-professionals in a country. The description of the need for a competent Veterinary Statutory Body, that is autonomous, free from any political or commercial interests, to ensure excellence of the veterinary and para-professions through appropriately licensing or registering veterinary professionals and para-professionals, was given.

The need for VCT to acquire the first level of autonomy by having stakeholders identify their own representative in Council was recommended. Furthermore, it was agreed to discuss and define the nominating system of representatives to the Council to set a road map for an independent VSB.

3.4.2.2 One Health Concept and AMR

The concept of a One Health approach and its importance was presented and discussed. The concept and how it evolved initially, was developed from efforts concentrating on preventing the spread of diseases from farm animals and wild animals to people. Its interconnectedness and why it advocates for a comprehensive approach to health and environmental problems versus a piecemeal approach was elaborated; and that the health of people, animals, and the environment was intertwined.

Information was given that, over 60% of emerging infectious diseases that affects humans today comes from animals, while for animals they constitute a major constraint to
livestock-dependent livelihoods and the single most important barrier to the export of African livestock commodities to the lucrative markets.

It was proposed to include the One Health Approach in veterinary undergraduate and para-professional curricula in Tanzania so that graduates are able to use the concept for managing infectious and zoonotic diseases and fighting AMR.

3.4.2.3 Regulations of veterinary medicine

Cognisant of inadequate veterinary control of veterinary medicines in Tanzania, the fact that veterinary para-professionals are not adequately supervised by veterinarians, the fact that Antimicrobial Resistance (AMR) is a concern and the use of antimicrobials must be restricted to veterinary oversight, the training on proper regulation of medicine took place.

The need to ensure ethical handling of medicines and use of registered medicines was covered. Circulation of unregistered medicines creates problems; thus, it was the responsibility of veterinarians to use medicines correctly and judiciously and only after a diagnosis has been made.

The need for prescription of scheduled and controlled medicines by veterinarians and strict adherence to withdrawal periods to minimise AMR was highlighted. The training also emphasised the need of having proper cold chain protocols for keeping vaccines and medicines to preserve their potency. Dispensing had to be done after identifying the patient, dose, quantity, name of the medicine and the need for keeping of clinical records, was emphasised.

VCT agreed to review the diagnostic protocols, including laboratory diagnosis, crucial before medicines are used in animals. For proper control of medicines, the need for registration of all practice facilities and their regular inspection, was presented. In South Africa a practice number is given during registration, and only registered facilities with practice numbers may order medicines.
Registration of veterinary facilities and regular inspection were presented to be one of the avenues towards the control of inappropriate use of medicines and therefore it was proposed that VCT considers adopting such a system.

Contracting forensic companies and/or private practitioners as inspectors to avoid conflict of interest that emanates from utilising state employees as inspectors was presented; and procedures to register veterinary facilities were explained.

3.4.2.4 Compulsory Community Services (CCS) and internship

CCS for BVSc, UP graduates in South Africa was presented and described. The National Department of Agriculture, Forestry and Fisheries [DAFF] in South Africa employs South African BVSc, UP graduates for a period of twelve months in the CCS programme following the completion of a six-year degree programme. The programme aims to improve hands-on skills and it also works as a payback scheme for the graduates for costs incurred during their training. The CCS programme ensures availability of veterinary services in rural areas and it is competence driven.

It was agreed that VCT will carefully consider the placement of graduate veterinarians particularly in rural areas and reconfigure its proposed internship programme to take on board the CCS programme and to convince the government of Tanzania to adopt the internship programme for veterinarians as proposed since 2017.

This programme may be examined and tailored to suit internship programmes for BVM graduates in Tanzania.

3.4.2.5 Access to blood-borne vaccines

Onderstepoort Biological Products [OBP], a vaccine producer in South Africa is manufacturing Blood-borne vaccines to control Anaplasmosis, Babesiosis and Heart water.
These vaccines have been in use for the past sixty years and the vaccines require special conditions to be kept in i.e. in liquid nitrogen, for use in animals. Tanzania has been using East Coast Fever (ECF) vaccines in cattle to control the disease; and that it is kept under the same conditions, for use in animals.

As the vaccines can be used in Tanzania, a private company by the name of Ronheam Tanzania Ltd was engaged to discuss the matter with OBP.

Note: This matter was included in the programme, subsequently, as part of access and Regulation of medicines.

### 3.4.3 Outcome from the second training

The following aspects were deliberated for adoption and implementation:

- VCT to register all practice facilities [emphasis on practice number];
- Practice facilities must have at least one veterinarian;
- VCT to ensure that all practices have microscopes for disease diagnosis;
- Prescriptions must be issued by veterinarians for scheduled and controlled medicines;
- VCT to consider introducing comprehensive training on the One Health Approach in undergraduate and para-professional curricula; and CPD on the One Health Approach must be presented;
- VCT must enforce the keeping of clinical records of all patients and disease outbreaks particularly notifiable diseases; and
- The welfare of animals must be enhanced.
3.5 VCT, SAVC THIRD TWINNING TRAINING SESSION FOR VCT MEMBERS THAT WAS HELD FROM THE 19TH TO THE 21ST OF FEBRUARY 2019 AT MVUVI HOUSE, DAR ES-SALAAM.

3.5.1 Introduction

The third training with nine (9) VCT representatives was held at Mvuvi house in Dar es Salaam from the 19th to the 21st of February 2019 and was officiated by Prof. Dominic Kambarage, the TVA Chairman, whereby he welcomed all VCT, TVA and three SAVC trainers. The attendees of the third training session are as in the photograph 5 below.

Photograph 5: Attendees of the third training held at Mvuvi House Dar es Salaam from the 19th to the 21st of February 2019.
After welcoming remarks, the workshop adopted the timetable for the three days as annexed as Annexure 7. Presentations are annexed as Annexure 8.

During the three days of training the following topics were addressed and included: Importance of Independent VSBs; Organising and Running of VSB operations; Communication strategies, Human resources and costing, and Stakeholder management.

3.5.2 Conduct of Training

The third training that was held in Dar Es Salaam covered the following topics as follows:

3.5.2.1. Importance of Independent VSB

Emphasis was placed on the roles of a Veterinary Statutory Bodies (VSBs) that include overseeing the quality and competence of veterinarians and veterinary para-professionals. Furthermore, on the need for a competent Veterinary Statutory Body, which must be autonomous.

VCT Council members are appointed by the Minister responsible for Livestock after receiving three proposed names for each position from the stakeholder organisations that are prescribed in the Veterinary Act. In addition, the salaries for secretariat staff members and other running costs are paid from government budget, therefore denying the Council autonomy.

The need for VCT to acquire a first level autonomy by having stakeholders identify their own representative in Council was highlighted. It was agreed to discuss and define the nomination and election system of representatives on VCT Council to set a road map for an independent VSB. In the interim, stakeholder organisations are encouraged to establish guiding principles for an election process of representatives to serve on Council.
3.5.2.2 VSB: Organising and Running operations and communication strategies, Human resources and costing, and Stakeholder management.

Organisational structure

The organisational structure of the SAVC was presented and it was informed that SAVC uses committees to apply Council policies in its decisions, which decisions are implemented by the SAVC’s administration. The full Council mainly deals with policy matters and legislative matters. The SAVC has a total of eleven committees and the workload is delegated to these committees, while for VCT it was observed that it has only four committees and most issues are addressed by VCT Council.

Data base [register of persons and facilities]

The SAVC uses an interactive and robust data base system. The data base is used to capture all registration information, CPD events for professionals and para-professionals and payments made to the Council for various services it offers. It was further clarified that applications are made online and registered persons can make changes to their contact details, however, on CPD compliances no changes can be made. It was also clarified that the data base has registration- and communication portals.

3.5.2.3 Communication

As for communication with veterinary and para-professionals [clients], it was clarified that the interactive data base system can interact with other software systems; and therefore, automated messages via SMSs, emails and newsletters can be communicated. Important notifications relating to regulation are communicated with the veterinary and para-professionals registered with the SAVC.
3.5.2.4 Human resources and costing, and Stakeholder management

The structure of the Council is aligned with the Administration to ensure that there is capacity to fulfill the duties of Council. An explanation of how the SAVC performs its budgetary process was presented.

Inspection of veterinary facilities is conducted in a six-year cycle; inspectors are appointed as per criteria approved by Council. Three veterinary facilities are inspected per day, which are funded by an inspection fee paid by the principal of each facility. This means that the user-pays principle applies, and a compliance certificate is issued to the principal to display in the practice. In Tanzania inspection is not robust, self-assessment is lacking and inspections are performed by government employees.

3.5.2.5 Strategic planning workshop for VCT

A mock strategic planning workshop was held, and the main items identified were:

- Upgrade the current data base programme;
- Improve communication to be effective; and
- Improve process of registration [to regulate].

Annexure 9 [SAVC presentations] & Annexure 10 [mock workshop deliberations]

In addition, training was provided for two VCT representatives who attended three routine facility inspections in SA on Friday, the 15th of March 2019. These representatives will continue training in Tanzania.

3.5.3 Outcome from the third training

The following were the deliberations for adoption and implementation:
• VCT to discuss and define the nomination and election system of representatives who serve on VCT(Council) to set a road map for an independent VSB;
• VCT to urge stakeholder organisations to establish a system for election of representatives to serve on Council; by developing guiding principles that will enable them to come out with the three names per organisation for submission to the Minister for appointment;
• Urged VCT to develop and adopt an online robust and integrative data base system to be able to improve it communication strategy. This can be done by engaging the University of Dar Es Salaam or procure a license through SAVC arrangement to acquire a data base software programme that can interact to other software systems with a view to improve communication; and
• VCT to enhance the registration of professionals and para-professionals by considering registration of students and upon graduation, they are registered as veterinary or para-veterinary professionals.

3.6 IMPLEMENTATION OF ACTIVITIES PLANNED FOR MARCH TO NOVEMBER 2019

3.6.1 Veterinary Education.
High quality veterinary education is of critical importance to efficient veterinary services and therefore improving quality of veterinary education is a key component of any plan to improve veterinary governance. The education system including the veterinary education in Tanzania is currently characterized by an increase in student enrolments that often does not match the available physical, human and financial resources. The mismatch between student numbers and resources has the potential to impact negatively on the quality of education and Day One skills or competence of graduating veterinarians and veterinary para-professionals.

Veterinary education is a cornerstone to ensure that graduating veterinarians (“Day One graduate”) receive the required knowledge, skills, attitudes and aptitudes to be able to perform national veterinary service tasks that relate to the promotion of animal and public health. It need not be overemphasized that basic education that provides minimum
competencies is a basis on which veterinarians working in public or private sector can build expertise through on-job training and quality postgraduate continuing education.

In this context the Veterinary Council of Tanzania has developed Day One skills for graduating veterinarians and para-professionals based on OIE recommendations on the competences of graduating veterinarians (“Day One graduates”) and OIE Competency Guidelines for Veterinary Para-professionals.

For the purpose of ensuring that Tertiary Veterinary Training establishments in Tanzania are offering quality veterinary education a Self-evaluation Report (SER) Protocol was developed and adopted after receiving inputs and buy-in from the College of Veterinary Medicine and Biomedical Sciences, Sokoeine University of Agriculture.

Examination setting is part of ensuring Day One graduates. An agreement was therefore reached between the Veterinary Council of Tanzania (VCT) and South African Veterinary Council (SAVC) to exchange visitations to veterinary and para-veterinary training institutions in South Africa and Tanzania and to attend Council examinations respectively as observers. Furthermore, VCT database upgrading has been initiated to capture Continuing Professional Development (CPD) events and its compliance by professionals and para-professionals.

The detailed implementation of these initiatives that aims to improve the quality of veterinary education in Tanzania is as follows:

3.6.1.1 The Day One skills for Veterinarians and Para-professionals.

The importance of Day One skills in the whole process of determining and monitoring the standards of training for veterinarians and para-professionals was presented to a meeting of para-professionals during their annual conference that was held in Arusha, on the 3rd of December 2018 and to veterinarians during their 36th Annual Scientific Conference that was held in Arusha, on the 5th of December 2018. During these conferences presentations that were made by the SAVC team, members in attendance were informed that Day One skills and minimum standards of training are used to assess the training received as well as skills achieved by a candidate wishing to register with the Veterinary Statutory Board(VSB).
It was also emphasized that Day One skills are presented to training Institutions as a recommended outcome of the training, while minimum standards are used to measure the actual training that the student receive during training. Procedures on how to determine Day One skills and several areas of skills required, were also described.

After the training in December 2018, the Veterinary Council of Tanzania embarked on the development of Day One skills for veterinarians and veterinary para-professionals in Tanzania. In developing Day One skills the following documents were used and they include: OIE recommendations on the Competencies of graduating veterinarians (“Day One graduates”) to assure high-quality of National Veterinary Services, 2012; OIE Competency Guidelines for Veterinary Para-professionals; South African Veterinary Council Day One skills for Veterinarians,2016; South African Veterinary Council Day One skills for the Animal Health Technicians, 2012; OIE-PVS Evaluation Report of the Veterinary Service of Tanzania, 2008; PVS Gap Analysis: Preparation of a plan to strengthen the Veterinary Services of Tanzania, 2009; and PVS, Veterinary Legislation Support Programme, Tanzania. Veterinary Legislation Identification Mission Report, 2015.

Crafting of Day One skills for both veterinarians and para-professionals was made by the VCT Secretariat before it was endorsed by the Registration and Examination Committee of VCT and later approved by the 40th Veterinary Council meeting held on the 18th of February 2019 in Dar Es Salaam. The two Day One skills’ guidelines are now in use and have been presented to veterinary training institutions for internalisation. VCT Day One skills for veterinarians and veterinary para-professionals, respectively, are as annexed in annexure 11 and annexure 12.


Of recent, Tanzania has also witnessed trends towards massification across the education system. Massification in the education system, characterized by increased enrolments, has been apparent in most public and private institutions. In fact, massification trends have been identified to constitute an important setback to quality education as often expanded enrolment does not match with available physical, human and financial resources. Often, practical skill training, programme delivery and student supervision are negatively affected.
These recent trends in the education system call for the need for VCT to take a leading role in guaranteeing quality veterinary education in order to ensure requisite Day One competences. Certainly, VCT needs to forge formal partnerships with Tanzania Commission for Universities (TCU) and National Accreditation Council of Technical Education (NACTE) to support coordinated accreditation of institutions and curricula and in undertaking other essential elements of quality assurance along the education supply chains.

Since quality education is an important challenge now in Tanzania, VCT will go an extra mile by creating an independent system for checks and balances and putting in place an internship scheme for veterinary graduates in order to broaden the scope of Day One competencies. VCT has also established enrolment examinations for technical graduates in order to ensure that only competent technical graduates are employed into the practice.

An expanded quality assurance framework is thus extremely essential in guaranteeing generations of quality graduates and, in the final analysis, guaranteeing quality veterinary services. Coordinated quality assurance schemes are also useful in mutual academic qualification recognition in line with aspiration of the East African Community (EAC) and South African Development Community (SADC) in reference to cross border movement of professionals.

On the other hand, keeping professionals abreast with technological changes is crucial in a bid to improve their technical skills and in guaranteeing delivery of quality veterinary services. It is also important to work towards most practice facilities acquiring basic disease diagnostic capacities and other forms of technical capacities in order to improve their professional standing.

To this effect, The Veterinary Act, No 16 of 2003, Section 5(2)(d) is mandating the Council to recognize qualifications, training facilities, training institutions and colleges. To achieve this objective, a method of evaluation of training institutions, has to be in place. After the training in December 2018 in Arusha Tanzania, which was sponsored by OIE under the VCT-SAVC twinning programme, the Veterinary Council of Tanzania agreed to spearhead the adoption of this system that is used by SAVC to assess training institutions so that they
become eligible for recognition. SAVC adopted this system since 2006 which has tremendously improved its tertiary veterinary training Institution.

On the 3rd of May 2019, the Self-evaluation Reports (SER) for Tertiary Veterinary Training Institutions that had been customized for Tanzania after its adoption from SAVC was presented to the Registration and Examination Committee of VCT. During the presentation it was informed that adoption of SER will improve quality of the training and will help to fulfill minimum training requirements as spelled out in the Veterinary Act, No 16, 2003.

It was further elaborated that the use of this system in South Africa has enabled South African Veterinary graduates from accredited Veterinary Institutions in South Africa to be granted registration to practice as veterinarians without further examination in countries such as the United Kingdom and Australasia and requested the Committee to adopt this procedure for Tanzanian veterinary tertiary training Institutions.

Members noted the importance of SER as a tool to facilitate the improvement of minimum standards for Tanzanian veterinary tertiary institutions and skills of graduates that graduate from these institutions. As members in the committee, the College of Veterinary Medicine and Biomedical Science (CVMBS), Sokoine University of Agriculture (SUA) that is offering the BVM degree and the College of Agriculture and Fisheries Technology at the University of Dar es Salaam (UDSM) which aspire to offer the same in the near future were tasked to further review the document and see whether it is relevant and achievable before it can be adopted.

The Committee was in agreement with the presentation that, SER is a very important document and tool to facilitate Tertiary Institutions to evaluate their training standards so that they become major players in veterinary education in SADC region and EAC. The proposal of the Registration and Examination Committee was submitted to the 41st Council and it was deliberated for CVMBS and UDSM to give official feedback on the tool before it can be adopted. On the 22nd of November 2019 CVMBS gave its feedback that it is ready to use the SER tool. The proposed SER tool to be adopted is as in annexure I3.
3.6.1.3 Exchange of Visitations to veterinary and para-veterinary training institutions in South Africa and Tanzania as observers.

The importance of exchange of visitations to achieve the objective of evaluation of tertiary training Institutions was emphasized during training sessions that were held in Arusha, Tanzania on the 3rd of December 2018 to veterinary para-professionals and to veterinarians during their 36th Annual Scientific Conference that was held in Arusha on the 5th of December 2018. During the presentation it was agreed for VCT and SAVC to engage their members to approve criteria for visitations and observer status to some of their registration examinations so as to improve minimum standards for tertiary institutions and the graduates that graduate from these institutions. In a bid to roll out the exchange of visitations between SAVC and VCT, Rose Msangi an enrolled para-professional in Tanzania, was selected to serve on the SAVC visitation team to Tsolo Agriculture and Development Institute (TARDI), South Africa from the 8th to the 12th of April 2019, representing VCT.

The aim of the visit was to evaluate an animal health technician qualification prescribed in terms of Veterinary and Para-veterinary Professions Act, No. 19 of 1982, of South Africa and make an accurate assessment of the extent to which the qualification awarded by TARDI fulfil the minimum training requirements for veterinary para-professionals as set out in the regulations of the Act. The details are as narrated in Rose Msangi’s report annexure 14.

Furthermore, the matter was discussed on the 3rd of May 2019 in the VCT Registration and Examination Committee whereby, it was adopted and recommended to the Council. During 41st VCT Council meeting that met on the 15th of May 2019, the Veterinary Council of Tanzania adopted the system of visitation between SAVC and VCT for the essence of improving standards for tertiary institutions. Further to that the 41st Council meeting resolved to have an exchange of observers to respective SAVC and VCT examinations and to that effect on Thursday, the 10th of October 2019 (Practical Examination for veterinary nurses and animal health technicians) and Friday, the 11th of October 2019 (Practical Examination for veterinarians), Prof. Rudovick Kazwala, Chairman of VCT represented
VCT to these SAVC registration examinations. SAVC will reciprocate in 2020. The experience gained from SAVC will be used by VCT to improve the setting and organization of Council examinations.

3.6.1.4 Improve undertaking of Continuing Professional Development (CPD) by Professionals and Veterinary Para-professionals.

It is an undeniable fact in Tanzania that most veterinarians and veterinary para-professionals have difficult access to science and technology due to weaknesses of pathways for enabling them to update their knowledge. As such, most have continued to rely on what they would have learnt as students in discharging their duties. In this era where library resources in the education system has become one of the limiting factors, regulatory bodies and employers need to put in place mechanisms that enable experts to be kept abreast with technological and scientific changes for subsequent dissemination to animal keepers.

This is essential if practitioners need to improve their standing in service delivery. Promotion of continuous training through delivery of Continuing Professional Development (CPD) courses is thus a dependable pathway for enriching ones’ knowledge and skills to support delivery of quality services. However, delivery of such courses needs to be cost-effective in order to enhance access and compliance. CPD is an ongoing commitment whereby veterinarians and para-professionals maintain, update and improve knowledge and skills.

CPD is aiming to increase the marketability of professionals and essentially is an investment in professionals and their careers. Continuing Professional Education in Tanzania is elaborated in The Veterinary (Code of Conduct for Veterinarians and Veterinary Specialists), Regulations of 2005, Part XIV and The Veterinary (Code of Conduct for Veterinary Para-professionals and Para-professional Assistants), Regulations of 2005, Part VI. The Veterinary Act (Training Standards for Registration, Enrolment and Enlistment), Regulations of 2005, Part IV provides further details on CPD Section 9 (a) to (j). To assist in calculating credits, a booklet, on “Guidelines for Monitoring Continuing Professional Development for veterinarians and veterinary para-professionals” was published in 2014. Nevertheless, enforcement has been problematic, and this has been the driver for the
Council to look for other possible ways to enforce CPD undertaking among professionals and para-professionals.

The matter was discussed on the 3rd of May 2019 in the VCT Registration and Examination Committee whereby, it was adopted and agreed that CPD as a way to stimulate life-long learning and keeping service providers abreast with the latest knowledge and as a tool to address deficiencies in training, needs to be promoted and supported by developing online CPDs, face to face CPDs and capture them on a database to ensure its compliance. The 41st VCT Council meeting that was held on the 15th of May 2019 commended the development made between VCT Secretariat and ALPHA ZOETIS a company that is getting support from Bill and Melinda Gates by initiating discussions on the need to develop online CPDs for veterinarians. The Council also commended the engaged of SUA Vice Chancellor by VCT Secretariat whereby, the University, College of Veterinary Medicine and Biomedical Sciences has been requested through VCT letter reference No. PA.77/422/01/28 dated 3rd of September 2019 annexure15, to develop and provide CPDs to practicing veterinarians and para-professionals. Engagement of ALPHA ZOETIS has resulted in availing a CPD site namely www.zoetis.co.tz to be accessed by veterinarians and para-professionals in Tanzania.

3.6.2 Regulation of veterinary practice

Delivery of veterinary services in Tanzania is done by both private and public sectors, whereby the private sector works alongside with the public sector. Both service providers are required to observe and abide to the code of conduct and ethics. However, compliance to professional conduct and ethics is not at a level as expected and therefore enforcement needs to be enhanced.

Cognizant of the fact that the veterinary profession in Tanzania needs to contribute towards the protection of public health. The rights and responsibilities of veterinarians are well-described in Regulations under the Veterinary Act No 16, 2003 as are the various
categories of veterinary para-professionals and their duties under immediate, direct or indirect supervision by a responsible veterinarian. Further elaboration of qualifications of veterinary para-professionals as artificial insemination technicians, laboratory technicians or meat inspectors are based in 2011 Regulations under the Veterinary Act No 16, 2003.

Veterinary service provision is supposed to be made from Practice facilities that are registered once by VCT and inspected once a year and additionally, if deemed necessary. The number of practice facilities by category at the time of writing this report are veterinary hospitals (1), veterinary clinics (25), veterinary centres (1598), veterinary ambulatory services (6) and quarantine facilities (20) for a total of 1650. District Veterinary Officers (DVOs) and Regional Veterinary Officers (RVOs) are often appointed as Inspectors.

Although Inspectors are appointed and inspectorate work is supported by VCT, compliance to prescription of scheduled medicines as per requirement of Regulation 16 of the Veterinary (Code of Professional Conduct and Ethics for Veterinarians and Veterinary Specialist) Regulations of (2005), that requires scheduled medicines to be prescribed by a veterinarian, to ensure his client is aware of the correct method of administering the medicine is poor. Further to that the challenge is the same on reporting of treatment cases and disease outbreaks. Performing laboratory diagnosis before treatment and compliance is also poor. In order to address this situation, the following actions are being taken:

3.6.2.1 Scheduled medicines to be prescribed by a veterinarian.

Most scheduled veterinary medicines are used without the prescription of a veterinarian, as result there is mis-use, over use, under use and there is little adherence to withdrawal periods. To ensure compliancy, a system of registering each veterinary facility with a practice number in the name of a registered veterinarian who is supervising the facility has been initiated since April 2019; and as the number of young graduating veterinarians is on the increase, facilities that are already registered and those which aspire to register are now required to engage a veterinarian who is not engaged in supervising any other facility.

With a registered veterinarian at every veterinary practice facility, a directive has been issued by VCT to all veterinarians to abide to regulation 16 of the Veterinary (Code of
Professional Conduct and Ethics for Veterinarians and Veterinary Specialist), Regulations of (2005). Furthermore, in order to ensure compliance with prescription of scheduled medicines by veterinarians, VCT is in discussions with wholesalers, distributors and manufactures of scheduled veterinary medicines to ensure ordering of veterinary medicines by veterinary practice facilities from these premises are done by veterinary oversight using the practice number. This initiative is being discussed and it is expected to be concluded at the end of November 2019. Implementation of this protocol will improve compliance with regulations on use of veterinary medicines in the country. Further to that VCT has committed to develop a template for prescription to be used for prescription by veterinarians. The template is expected to be in place by the end of December 2019.

3.6.2.2 Independent self-funded routine inspections.

Under the Veterinary Act No 16, of 2003, Regulations that govern procedures for Inspection of veterinary facilities by the title “Veterinary (Procedures for Inspection of Veterinary Facilities), 2005”, have been gazetted. These Regulations are prescribing an inspection plan and establish procedures to be followed by inspectors and charges to be made. In 2015 Regulations on Veterinary (fees and charges), Regulations, 2015 made under Section 52(1) and (2) (d) prescribed fees for inspection of veterinary facilities that must be paid by each facility for its annual renewal and inspection. To that effect, during the 42nd Council meeting, which was held on 6th September in Dar-es Salaam, the VCT Secretariat was directed to budget for inspection and ensure that it is self-funded. The Budget of 60million Tanzanian shillings has been budgeted for in the 2019/2020 budget of VCT. With this directive the Council is expected to have adequate funds for inspection activities.

3.6.2.3 Record-keeping for all veterinary facilities as a minimum requirement.

Regulations 34 and 35 of the Veterinary (Code of Professional Conduct and Ethics for Veterinarians and Veterinary Specialist), Regulations of 2005, require a veterinary practice facility to maintain written- or printed record cards/books or computerized retrieval data concerning each animal. Further to that, these Regulations direct a veterinarian in clinical practice to report to the local state veterinarian on the occurrences of any notifiable disease and all vaccinations carried out (on the same) on a monthly basis.
The veterinarian is also required by the legislation to submit a monthly report on all attended clinical cases to the local state veterinarian. However, it is apparent that, most veterinary practice facilities have limited operational capacities and are often not keeping medical veterinary records as required by law.

Since disease records and reports are very important in disease control plans, a directive has been issued by the Council during the 42nd Council meeting that was held on the 6th of September 2019 in Dar Es Salaam to all facility owners and supervising veterinarians to keep clinical records of all clients and submit monthly reports as required law. The Council has also directed state veterinarians who are expected to receive the reports to inform VCT when the reports are received. The directives are as in annexure16.

3.6.2.4 Microscopes for all veterinary facilities as a minimum requirement.

Most veterinary practice facilities registered by the Veterinary Council of Tanzania lack microscopes for basic disease diagnosis, although it is a requirement under the Veterinary Act (Registration of Veterinarians and Veterinary Practice Facilities) Rules, of 2004. Enforcement of this requirement for facilities aspiring to be registered was relaxed in 2005, basing on the fact that a microscope and other basic requirements for disease diagnosis were not readily available and unreliable power supply particularly in rural areas. Of late, power supply has been tremendously improved including in rural areas.

Practitioners in these facilities rely on symptomatology as a dependable means for disease diagnosis. Over reliance on a symptomatology by most practitioners, has been a contributing factor to continued animal losses and overall, under-performance of the livestock sector. During the 42nd Council meeting that was held on the 6th of September 2019 in Dar-es Salaam all facility owners were directed to acquire a microscope as basic diagnostic equipment for the practice facility. The Secretariat has issued a directive to all facility owners to comply with the directive by the 31st of December 2019 as PA.77/422/01/31 dated 23rd of September 2019 in annexure 17. Continuing Education on use of microscopes will be initiated to veterinary practice facility veterinary staff.
3.6.3 Improving Operations of Veterinary Council of Tanzania

3.6.3.1. Data base upgrade and veterinary student information capturing

The main objective of the Council is to regulate the activities of the veterinary profession and delivery of animal health services in Tanzania in order to contribute fully to food security and poverty eradication through increased quality livestock and livestock products. Following its establishment in 2003, the Council formulated a database that has been capturing records for the Council. The database was adequate when registrants were few. Current needs include the need to trace all professionals, para-professional assistants, veterinary facilities and other veterinary service providers that are regulated by VCT.

The traceability of para-professionals and para-professional assistants’ post-graduation and veterinary facilities operating in the country has been a daunting task, especially those seeking to be engaged in informal service delivery. As of now, VCT has a system of offering provisional registration to Bachelor of Veterinary Medicine (BVM) graduates who successfully complete studies prior to official graduation and registration. The same is expected to be extended to technical graduates in order to improve enrolment and enlistment rates.

In addition to this, VCT is considering capturing all veterinary students in the VCT database during studentship time, notably from Year 1 of studies and organizing routine and strategic engagement sessions in form of seminars. Bringing aboard successful practitioners and veterinary medicine companies in student engagement may also add value. It is thus thought that early engagement of students may be key in promoting requisite moral, ethical and legal values and serving a pathway for incentivizing technical graduates to seek for enrollment or enlistment soon after completion of studies and graduation.

With the advent of internet, the need to communicate effectively, the increase of registrants and the need to capture students in the database, it is crucial for the Council to have a robust database that can accommodate all these requirements and communicate effectively. On the 30th of June 2019 a consultant was engaged by VCT to improve the database in place. The Consultancy shall improve the VCT database to enable applicants
to register, enroll, enlist and license on-line, and rectify shortcomings in the database and software programme, and where appropriate make modifications.

The Consultant has also been tasked to include new inputs and outputs programmes as per request of the Council (data entry, edit application forms including ability to store photographs and scanned documents, CV production and report generation and record CPDs). This work is expected to be completed at the end of October 2019 and to that effect, VCT communication with its stakeholders will be enhanced.

3.6.3.2. Improve Electronic Communication.

Communicating effectively to facility owners (ownership is not limited to veterinarians and veterinary para-professionals), professionals, para-professionals, livestock farmers and the general public is what VCT wishes to achieve. This communication may therefore be in writing for different audiences, may be verbal or electronic. Effective communication therefore needs accurate records for different purposes and various means of communications. The experience gained from SAVC is that it uses an interactive and robust data base system which is used effectively to communicate with its stakeholders namely veterinarians and veterinary para-professionals.

With a robust database that is being developed, VCT is expected to communicate with its stakeholders effectively through provision of information in a manner and at a pace that enables them to make informed decisions. It is expected that in early November 2019, VCT will be communicating efficiently and effectively with its stakeholders.

3.6.3.3 Strategic planning

The Veterinary Act, No 16 of 2003, establishes the Veterinary Council of Tanzania (VCT) that is mandated to regulate veterinary education and practice, including promoting moral, ethical and legal practices among professionals. VCT shoulders this responsibility with the knowledge that there are multiple challenges that relate to delivery of veterinary education; compliance for registration, enrollment, enlistment and retention requirements;
technical capacity of the statutory body; advocacy and communication as well as disrupted veterinary governance system.

Due to these challenges, the operations of VCT need to be guided by an innovative Strategic Plan that hinges on appropriate strategic objectives, strategies and time-framed activities in a bid to have quality veterinary education and service supply chains put in place. For instance, professionals need to play their part by adhering to moral, ethical and legal principles, which are at the center of quality veterinary practice.

In order to address the challenges of veterinary education and practice systems and given the infancy of the animal industry and the private sector in Tanzania, VCT developed its first Strategic Plan that covered the period of 2005 to 2010. This plan was essentially crafted to serve as a platform for changed regulatory mandates.

VCT has since then undertaken a number of activities that relate to its mandates and specifically those implied in the Strategic Plan for 2005-2010. However, despite notable achievements, VCT has continued to face a number of challenges related to massification of veterinary education coupled with limited physical, human and financial resources, thereby raising the possibility for reduced quality of education. On the other hand, enrollment and enlistment of technical graduates has been a painstaking undertaking, as a significant number of technical graduates is untraceable after completion of studies. The same applies to those with merits to be licensed. Compliance for annual retention has remained low. It is also apparent that the veterinary service supply chain has also continued to be characterized by informal service delivery especially in rural areas and by a delinked veterinary governance structure.

These challenges therefore and after assessing VCT situation based on SAVC, there was a need to develop a new Strategic Plan that covers the period of 2020 -2025. The desire is to work towards guaranteeing quality veterinary education; ensuring that only competent professionals are ploughed into the public and private sectors; practice facilities serving as anchor points for delivery of quality services; the extension system becoming well defined; private sector actors becoming players in service delivery in rural areas and that VCT’s technical capacity matches with stakeholders’ expectations.

The support of key players such as veterinary professionals, development partners, OIE and SAVC will be of immense value in ensuring that VCT upholds, promotes and fosters
the highest degree of professionalism and guarantees quality veterinary practice in a bid to protect public health.

Thus, VCT needs to adopt a strategic but coordinated system for checks and balances in veterinary education in a bid to guarantee the needed Day One competences of degree and technical graduates. Partnership with other regulatory bodies such as SAVC, other regulatory bodies in SADC and EAC will be of great value in spearheading quality assurance attributes at national and regional levels.

As, compliance for enrollment, enlistment, licensing and annual retention has continued to be low, the need to set up a system that allows VCT to index and engage students beginning in Year 1 of studies and to come up with a user-friendly system for registration is crucial.

Enforceability for the requirements for Continuing Professional Development [CPD] courses in a bid to enable professionals to keep abreast with latest scientific knowledge and technological changes has also remained a big challenge among professionals. VCT has also not yet very much engaged in CPD delivery and as such the main players have been other providers. Leaving delivery of CPD solely to other players is likely to undermine the legal requirements. In order to access CPD provided by World Veterinary Association (WVA), VCT is engaging the Tanzania Veterinary Association (TVA) to join WVA as a member.

These multiple challenges called for the need to improve the technical capacity of VCT including enhancing its powers by operating as an autonomous body in order to best discharge its duties in line with the requirements of Part II, Section 5 (1) of The Veterinary Act, No. 16 of 2003. This, in addition, calls for the need to put in place a guiding operational system of VCT in form of a Strategic Plan with well-defined implementation framework, supported by a sound monitoring and evaluation (M and E) system.

VCT has therefore developed this Strategic Plan that takes aboard existing and anticipated challenges while taking into account the requirements of the Veterinary Act, No 16 of 2003 and the roles played by veterinarians, para-professionals in reference to the requirements of The Animal Disease Act, No. 17 of 2003.
The developed Strategic Plan seeks to address key challenges that beset delivery of quality veterinary education and service delivery and inspectorate services as well as those undermining moral, ethical and legal obligations of veterinarians; enrolled and enlisted extension agents as well as licensed experts. It also focuses on addressing key operational challenges of veterinary practice facilities. It is specifically geared at addressing critical issues related to veterinary education (hereby implying both BVM degree and technical level education); registration, enrolment, enlistment and licensing requirements; technical capacity of VCT to regulate veterinary practice; advocacy and engagement as well as the veterinary governance structure. This broad focus is implied in the vision and mission statements; strategic goals and objectives and, implementation strategies. The developed VETERINARY COUNCIL OF TANZANIA FIVE-YEAR STRATEGIC PLAN FOR 2020-2025 is expected to be implemented starting from the 1st of January 2020 and it is attached as annexure 18.


4.1 Achievements.

VCT and SAVC held its final workshop at the Veterinary Council of Tanzania Boardroom, Temeke, Dar Es Salaam on the 4th of December, 2019. The participants were three (3) VCT and four (4) SAVC members. The workshop assessed the activities carried out and achievements made during the twinning period. Following the implementation of the twinning project in the field of Veterinary Statutory Bodies (VSB) between VCT and SAVC for 19 months starting from April 2019, VCT and SAVC have supported each other and shared knowledge and experience with the aim of enhancing their capacities in regulating veterinary and veterinary para-professionals in the two countries. Areas addressed include regulation of professional conduct of veterinarians and veterinary para-professionals; CPD for veterinarians and veterinary para-professionals; and Control of veterinary medicine, inspection of facilities, veterinary service delivery and food safety. Another area that has been addressed includes attaining autonomous VSBs that are free from any political or commercial interests, to ensure excellence of the veterinary and para-professionals.
Based on the outputs of the Needs Assessment Workshop and the three training sessions held between April 2018 to March 2019 the following achievements have been made:

- Day One skills guidelines are now in use and have been presented to veterinary training institutions for internalisation.
- The Self-evaluation Report [SER] for VCT has been developed and adopted after a positive official feedback from the College of Veterinary Medicine and Biomedical Sciences (CVMBS), Sokoine University of Agriculture. Inputs from the College of Agriculture and Fisheries Technology of the University of Dar es Salaam (UDSM), will also be considered.
- VCT sent a representative to SAVC registration examination as an observer in October 2019 and SAVC will reciprocate in 2020.
- VCT selected an enrolled para-professional from Tanzania, to serve on the SAVC visitation team to Tsolo Agriculture and Development Institute (TARDI), South Africa from the 8th to the 12th of April 2019 representing VCT.
- Capacity of VCT has been enhanced to two of its members who served on the SAVC visitation team to Tsolo Agriculture and Rural Development Institute (TARDI), and SAVC registration examinations in South Africa. VCT is in the process of using them to build skills for other members.
- VCT has been availed with ALPHA ZOETIS a site for online CPD events namely www.zoetis.co.tz to be accessed by veterinarians and para-professionals in Tanzania. VCT has also engaged SUA, Vice Chancellor to allow the College of Veterinary Medicine and Biomedical Sciences to develop and provide CPD lectures to practicing veterinarians and para-professionals. Furthermore, the Tanzania Veterinary Association (TVA) has been engaged to initiate the process of joining World Veterinary Association (WVA) as a member and therefore be given access to CPD events for Tanzanian veterinary professionals. A robust database is also being developed to be able to capture compliance of CPD undertakings.
- VCT is in discussion with wholesalers, distributors and manufactures of scheduled veterinary medicines to ensure that the ordering of veterinary medicines by veterinary practice facilities from these premises are done by veterinary oversight
using the practice number. This initiative is being discussed and it is expected to be concluded at the end of December 2019.

- VCT has budgeted for its inspection from its own collection (registration inspection fees) to ensure that it is self-funded during 2019/2020.

- Record-keeping of clinical cases and monthly reporting of diseases outbreaks and vaccinations by all veterinary facilities as a minimum requirement is being enforced starting from October 2019, as required by law.

- The use of Microscopes for disease diagnosis by each veterinary facility is expected to be enforced from the 1st of January 2020 and the prescription template is being developed to be used by veterinarians to prescribe prescription veterinary medicines.

- On the 30th of June 2019 a consultant was engaged by VCT to improve the database, currently in place. The Consultancy shall improve the VCT database to enable applicants to register, enroll, enlist and license online; and to rectify shortcomings in the database and software program, and where appropriate make modifications. The testing and improvement are expected to end in December 2019, ready for roll out.

- VCT has developed a new Strategic Plan (Annexure 19) that takes aboard existing and anticipated challenges while taking into account the requirements of the Veterinary Act, No 16 of 2003 and the roles played by veterinarians, para-professionals in reference to the requirements of The Animal Disease Act, No. 17 of 2003. In this strategic Plan VCT has adopted to discuss and define the nomination and election system of representatives who serve on VCT [Council] to set a road map for an independent VSB and will urge stakeholder organisations to establish a system for election of representatives to serve on Council. This will be through developing guiding principles that will enable them to come out with the three names per organisation for submission to the Minister for appointment.

In the long term, the following actions will continue to be undertaken to achieve long term goals as follows:
• VCT and SAVC will continue working together to reach an agreement to accept qualifications based on positive visitation reports and on acceptance of mutual agreements;
• VCT to consider reviewing its Legislation to be able to recognize veterinary students to easily trace them;
• Consider enhancing improved electronic communication with stakeholders to improve compliance, improve service delivery and protect public health;
• VCT is committing itself to implement its strategic plan that hinges on the following outcome-based Strategic Goals:
  (i)  To enhance the quality of veterinary education and practice;
  (ii) To improve compliance for registration, enrollment, enlistment, licensing and retention;
  (iii) To establish an independent and efficient statutory body;
  (iv) To improve the visibility and communication capacity of VCT; and
  (v)  To regulate and guarantee veterinary services through reactivation of innovative veterinary governance structure and promotion of private veterinary service delivery system in rural areas.

4.2 Way forward.

In order to sustain the achievements gained in the short term and achievements expected in the future the following are short- and long-term actions that need to be implemented:

• VCT to map all data about veterinarians and veterinary para-professionals, and establish prospective evolution of professional and technical needs in both public and private sectors;
• VCT should endeavor to re-establish full control of veterinary medicines by veterinarians for the purpose of drug residue and resistance control and to sustain a field network of veterinarians with a clearer vision;
- Enforcement of regulations on veterinary medicines sales by strengthening prescription requirements, allowing veterinarians to retail medicines and enhancing regulation of veterinary facility licensing;
- Improvement of public awareness to the risks of misuse of veterinary medicines and the negative implications that this may have on human health. Consumers should know to demand food derived from animals purchased from reliable sources which have codes of good farming practice which ensures the correct use of veterinary drugs;
- Studies will be undertaken to establish the presence (or not) of medicine residues in animal products, and these results made known to the public so as to pressure veterinarians and farmers to comply with the required withdrawal period for milk if the cow has been treated with an antibiotic;
- The cold chain for the storage and transport of veterinary vaccines and biologicals will need to be improved and appropriate cool boxes are required to ensure the safe transport of the medicines/vaccines to veterinary zonal centres and into the field;
- There is a need to distribute the Veterinary Code of Professional Conduct to all veterinarians and to ensure that the subject is on the curriculum for veterinary degree courses; and CPD events deal with the code;
- VCT shall define continuing professional development (CPD) education requirements and manage processes in collaboration with the Tanzania Veterinary Association and strengthen training of veterinarians and para-professionals in ethics; and understanding the public service code;
- VCT and Sokoine University of Agriculture to set a roadmap for preparing for mobility of graduates across East African Community (EAC) and Southern African Development Cooperation (SADC);
- VCT to continue learning from SAVC on student registration, its incentive and as a way to limit lay people to be trained and to practice and share regulations on the activity;
VCT to continue to liaise with SAVC and South African Veterinary Association (SAVA) in order to negotiate access to the existing CPD events and articles;

• VCT and SAVC to continue with joint evaluation and inspection assessments;
• VCT will pave way to external evaluation; and
• VCT to evolve towards an elected institution to meet OIE standards on independence.

5. ACKNOWLEDGEMENTS

We wish to thank the following for invaluable support and assistance during the implementation of this twinning project:

5.1 The OIE for funding this project
5.2 The Tanzanian Veterinary Association and Veterinary Para-professional Association for their hospitality and allowing the education and training sessions to take place during the 36th Veterinary Congress
5.3 The VCT and SAVC Councillors for participation in this Twinning Project
5.4 VCT and SAVC respective hosts.
ANNEXURE 11: DAY 1 SKILLS FOR VETERINARIANS IN TANZANIA

VETERINARY COUNCIL DAY 1 SKILLS FOR THE VETERINARIAN-2019

Communication

1. Communicate effectively with people:
   a. Owners
   b. Veterinary colleagues
   c. Interprofessional colleagues
   d. General public

2. Communicate in writing for different audiences:
   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 at varsity level.
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 through negotiation.

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 that your conduct is aligned with professional, moral and ethically accepted standards.

2. Comply with the legal requirements of practicing veterinary science in terms of the various acts and laws that govern:
   a. Veterinary Act (CAP 319)
   b. Tanzania Food, Drugs and Cosmetics Act (CAP 219)
   c. Animal Welfare Act ()
   d. Animal diseases Act (CAP156)
   e. Pharmacy Act (2011)

3. Inform people where necessary, that action is outside your legitimate competence boundaries.
Continued Professional Development

1. Demonstrate a commitment to maintaining your professional competence in response to the developing scientific field 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
   d. Record continued professional development.
2. Recognise and work within personal limitations:
   a. Seek advice, assistance and support when required
   b. Have an understanding for balancing personal and professional life
   c. Understand and use time management principles
   d. Understand the personal and emotional factors on your 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. Have an understanding of 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 when approaching and 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 (Parvo Virus, strangles, etc)  
c. Restrain, move and lift animal(s) using approved manual handling and lifting techniques  
d. Select and wear protective clothing to protectoneself and others from injury  
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/treat  
   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 of particular communication needs  
   c. Structure the consultation into 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 reflex 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. Abdominoacentesis
      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, Fl. 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 practice of self and others during radiographic procedures, in particular high-risk groups
   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 make arrangements 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
ev. 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 with regard to 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
   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 with regard to 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.

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 the 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.
ANNEXURE 12: DAY 1 SKILLS FOR VETERINARY PARA-PROFESSIONALS IN TANZANIA

VCT DAY 1 SKILLS FOR VETERINARY PARA-PROFESSIONALS-2019

Veterinary para-professionals should be able to practically perform, demonstrate or explain how to perform the following functions:

1. Regulatory functions
   Disease surveillance and inspection of all livestock, poultry and game
   a. Collect a sample from a suspect rabies animal with correct completion of documentation.
   b. Do a skin scraping / wool scraping.
   c. Perform an intradermal tuberculin test and interpret after 72 hours.
   d. Collect blood from the coccygeal vein (tail) and jugular veins.
   e. Restrain the head of a cow and pull out the tongue.
2. Disease control

- Implementation of vaccination programs in livestock, in order to prevent, and/or control animal diseases and to strive towards establishing a disease free animal population and to administer these vaccines.
- Implementation of parasite control programs in livestock, in order to prevent, and/or control animal parasites and to strive towards establishing a parasite free animal population.

a. Examine and evaluate the mucous membranes in an animal
b. Take the temperature, pulse and respiration of an animal.
c. Read a thermometer quickly and easily.
d. Examine in the live animal the main lymph nodes, for example, the mandibular, prescapular, prefemoral, popliteal and supramammary lymph nodes.
e. Recognise various drugs e.g. an antibiotic, anti-inflammatory, oxytocin, oestrogen, etc. and tell when or under what circumstances they could be used
f. Recognise a dipping remedy and calculate dip wash strengths for the various dipping methods.

3. Sampling

*Carry out basic post mortem examinations and the collection and submission of samples for microbiological, toxicological, histopathological and serological investigation.*

a. Prepare a blood and or brain smear from a cow, horse, sheep, goat or dog
b. Collect specimens from PM for bacteriology, toxicology, serology and histopathology, e.g. liver, kidney and fix in formalin including collection of faecal samples.
c. Collect handle and transport sheath wash samples

4. Disease prevention
• Implementation of vaccination programs in livestock, in order to prevent, and/or control animal diseases and to strive towards establishing a disease free animal population and to administer these vaccines.

• Implementation of parasite control programs in livestock, in order to prevent, and/or control animal parasites and to strive towards establishing a parasite free animal population.
  
a. Calculate dosages of drugs based on live mass of animal and give an intramuscular, intravenous and or subcutaneous injection in the various locations, i.e. tail vein, jugular, etc.
  
b. Pass a stomach tube in a cow and being able to use a dosing gun
  
c. Restrain sheep and goats for vaccination, examination of feet to trim using a hoof knife or hoof trimmer

5. Primary Animal Health Care

Extension services (including training and education) to farmers, community members and their children, to protect and promote the health and well-being of animals.

a. Put a nose tong (nose lead) in the nose of a cow
b. Attend to a swelling on an animal that is suspected of being an abscess or a septic wound
  
c. Perform dehorning, branding and or castrations.

6. Jurisprudence

Knowledge of relevant acts pertaining to animal health. Able to implement parts of these Acts.

a. Animal Diseases Act
b. Veterinary Act
  
c. Animal Welfare Act
  
d. Tanzania Food, Drugs and Cosmetics Act

7. Extension services
a. Organize farmer’s days and prepare and present lectures on different animal
disease of importance at these days as well as at personnel meetings.
b. Visit schools in the region and inform them regarding rabies and relevant diseases
c. Extension to local farmers at dip tanks

8. General knowledge
a. Recognition and correct use of the most important equipment of importance to the AHT.
i. McLintock Syringes
ii. Burdizzo
iii. Hot dehorning bolt
iv. Hoof trimmer for small stock
v. Hoof trimmer for large stock
vi. Hoof knife
vii. Trocar and cannula
viii. Dosing gun/dosing syringe
ix. Nose tongs
x. Different gauges and lengths of hypodermic needles and what they are used for.
xi. Different sizes of syringes and what they are used for.

ANNEXURE 13:

PROPOSED DRAFT EVALUATION OF VETERINARY TRAINING

Standards and Operating Procedures

September, 2019

Veterinary Council of Tanzania

NBC, Building
The VCT acknowledges the use of relevant material from documents developed by the South African Veterinary Council.

Contents

List of abbreviations

Chapter 1 – Introduction, status of Tanzania and other graduates
  Graduates from Tanzania school
  Graduates from other schools

Chapter 2 – Accreditation standards

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
Chapter 3 – SAVC accreditation
Summary
Classification of accreditation
Procedures for new Tanzania veterinary schools
Procedures for foreign veterinary degrees
Chapter 4 – Guidance for universities on preparing for a visitation
Self - Evaluation Report
Materials in visitor base room
Visitor timetable
Accreditation and visit fees
Chapter 5 – The visiting team

Appointment and composition of visiting team
Conflict of interest policy
Guidance for team leaders
Guidance for visitors
Guidance for observers
Visiting team modus operandi
Notes for visitors

Annex 1 – Self-Evaluation Report template
Annex 2 – VCT Day One Skills for the veterinarian
Annex 3 – SAVC EMS policy
Annex 4 – “Distributed” clinical education
Annex 5 – Tasks and specifications for visiting team members
Annex 6 – Conflict of interest management
Annex 7 – Accreditation rubric

LIST OF ABBREVIATIONS

The Act               Tanzanian Veterinary Act No. 16 of 2003
BVM                  Bachelor of Veterinary Medicine
CHAPTER 1 – Introduction, status of Tanzania and other graduates

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

Graduates from Tanzania

The Tanzanian Veterinary Act No. 16 of 2003 prescribes qualifications for registration with the VCT, to practice legally as a veterinary professional, of all holders of veterinary degrees granted by an institution that is recognized by the Council

Graduates from other schools

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

Comprehensive information may be obtained from the VCT.

CHAPTER 2 – Accreditation standards

Introduction

There are 12 standards. The VCT requires all university veterinary schools to comply with the standards for its graduates to be registered with the Council to practice as veterinary profession in Tanzania. They must also satisfy the VCT 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 VCT 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

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.

The school must be a separate facility dedicated to veterinary training and be part of a recognised institution of higher education in Tanzania. 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.

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.

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 VCT as hospitals, clinics or consulting rooms.
They must comply with all VCT 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 VCT 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 VCT standards must be maintained. Such information should be made available to the VCT.

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 VCT.

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 Tanzania 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 Tanzania 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 Internship before registration with the VCT.

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 Tanzania, 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 emphasize 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 (VCT 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 – VCT accreditation

The VCT accreditation process is the VCT’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 VCT will give notice of a visitation. In consultation with the school, visitation team members and other bodies that participate or send delegates, the VCT will agree on a suitable date. The same conditions apply to new Tanzanian schools and schools abroad seeking initial accreditation. The VCT appoints a Programme Coordinator (PCO) and the university appoints a suitable person to liaise through the PCO with the VCT.

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. VCT 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 vct.

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.

VCT 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 VCT 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 VCT accreditation standards are summarised. The team may not comment on accreditation status which is the VCT’s responsibility.

Formal report

The team leader requests any additional inputs from the team and prepares a draft report with designated VCT 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 VCT for initial consideration by the VCT Education Committee which confirms or amends recommendations for VCT to consider in formal session.

The VCT 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 VCT Education Committee in making a final decision on accreditation status for approval by VCT.

Classification of accreditation

The following options apply:
Accreditation for seven years. This applies if periodic status reports are satisfactory for the period.

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 VCT will either conduct a full visit covering all standards or a shorter, focused visit with a small team to address specific deficiencies. The period of accreditation depends on the outcome of this visit.

Accreditation denied. This applies when the VCT finds the deficiencies sufficiently serious not to permit registration of graduates and cannot be rectified within a reasonably time. The school may request a revisit when the identified deficiencies have been rectified.

Terminal accreditation. This is applied if a school decides to close or the VCT considers that circumstances do not allow rectification of deficiencies identified.

Unsatisfactory performance procedure

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

Revoke accreditation

Impose additional conditions on existing accreditation

Shorten the period of current accreditation

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

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

Alternatively, it may recommend that standards are not met or likely to be met soon. In this case the VCT 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 VCT reserves the right to set an examination for Tanzanian 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 VCT on graduation. Any students who consider enrolling after Terminal Accreditation must be informed that they will be required to sit and pass the VCT 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 VCT describing and validating its compliance with the plan, any changes made and their rationale.

To maintain its terminal accreditation status the school must:

Either enroll no additional students or inform newly enrolled students that the VCT is terminating accreditation and they may be registered to practice a veterinary profession only on passing the VCT examinations.
Commit sufficient resources temporarily to comply with VCT 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)

Compensate for deficiencies that cannot be rectified (e.g. outsource to other institutions that have essential expertise, facilities or equipment).

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

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

Procedures for new South African veterinary schools

South African Universities contemplating a new veterinary school must liaise with VCT concerning the standards that must be met for VCT to register graduates to practise. VCT 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.

VCT 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 VCT. The VCT maintains the right to examine graduates considered for registration, if necessary.
The University shall submit an SER before each visit. The VCT 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 (2019) the VCT recognises no veterinary degrees offered abroad

CHAPTER 4 – Guidance for universities on preparing for a visitation

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

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 VCT 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 VCT three (3) months before the visit in electronic and printed copy format. Should this deadline not be met the VCT reserves the right to postpone the visit.

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

VCT compliant CPD records for all staff registered with VCT

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.

VCT 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 VCT (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. VCT 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

VCT 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

VCT 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 VCT administrative costs, travel, accommodation and remuneration costs of VCT 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 VCT from a list of approved nominees on recommendation of its Education Committee.

Criteria for appointments are detailed in Annex 5. VCT 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 Tanzania 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 VCT’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 VCT, within Tanzania. The student’s role is to evaluate student life, and to ensure that these aspects of the VCT 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 VCT’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 Tanzanian 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 VCT, the school and the nominated visitor.

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

The head of the school being visited has the right to challenge the VCT 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 VCT’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 VCT visitation Programme Coordinator (PCO), the leader communicates with the university, relevant VCT staff and the visitors and ensures that the visitors address all VCT 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 VCT’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 VCT 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 VCT 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 VCT 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 VCT. 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. VCT 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 VCT 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 VCT.

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 VCT 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 at 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 VCT 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 VCT 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 VCT, 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 VCT. 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 VCT 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 VCT will pay all reasonable travel expenses for appointed visitors, normally at the VCT’s travel rate or economy flights. Receipts must be provided for all expenses. Travel arrangements during visitation week will be arranged by VCT and the university.

Visits, hotel accommodation and meal expenses during the visit will be settled by VCT for VCT 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.
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 VCT 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 VCT 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 VCT Education Committee.

Self-Evaluation Report layout

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

Introduction

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 VCT 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 VCT

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

**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 VCT 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.

**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.

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.

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:

- $a_1$ - salaries of teaching personnel
- $a_2$ - salaries of support staff
- $b_2$ - expenditure relating to teaching
- $c_1$ - equipment relating to teaching

$e$ - total cost

$$\text{Cost} = a_1 + a_2 + b_2 + c_1 \ (= e)$$

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**

<table>
<thead>
<tr>
<th>Area of Expenditure</th>
<th>This year R</th>
<th>N-1 R</th>
<th>N-2 R</th>
<th>N-3 R</th>
<th>N-4 R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Subcategory</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Staff</td>
<td>a.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total for a</td>
<td></td>
</tr>
<tr>
<td>Operating Costs</td>
<td>b.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b.2</td>
<td>expenditure relating specifically to teaching</td>
</tr>
<tr>
<td></td>
<td>b.3</td>
<td>expenditure relating specifically to research</td>
</tr>
<tr>
<td></td>
<td>b.4</td>
<td>general operations (excluding the above)</td>
</tr>
<tr>
<td></td>
<td>Total for b</td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td>c.1</td>
<td>teaching</td>
</tr>
<tr>
<td></td>
<td>c.2</td>
<td>research</td>
</tr>
<tr>
<td></td>
<td>c.3</td>
<td>general (or common) equipment</td>
</tr>
<tr>
<td></td>
<td>Total for c</td>
<td></td>
</tr>
<tr>
<td>Maintenance of buildings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total expenditure</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 2.1.1: Projected future expenditure of the school for next 5 years

<table>
<thead>
<tr>
<th>Area of Expenditure</th>
<th>This year</th>
<th>N +1</th>
<th>N +2</th>
<th>N +3</th>
<th>N +4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a.1 teaching staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a.2 support staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a.3 research staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total for a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating Costs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.1 utilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.2 expenditure relating specifically to teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.3 expenditure relating specifically to research</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.4 general operations (excluding the above)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total for b</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.1 teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.2 research</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 2.1.2: Sources of expenditure for the veterinary teaching hospitals for last 5 years

<table>
<thead>
<tr>
<th>Costs</th>
<th>This year</th>
<th>N -1</th>
<th>N -2</th>
<th>N -3</th>
<th>N -4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries for support staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries for teaching staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintenance of buildings and equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Costs of consumable items, drugs, etc. incl. stock carried in-house</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment costs and depreciation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Costs of maintaining teaching animals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 2.1.3: Projected future expenditure for the veterinary teaching hospitals in next 5 years

<table>
<thead>
<tr>
<th>Costs</th>
<th>This year</th>
<th>N+1</th>
<th>N+2</th>
<th>N+3</th>
<th>N+4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries for support staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries for teaching staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintenance of buildings and equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Costs of consumable items, drugs, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>incl. stock carried in house</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment costs and depreciation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Costs of maintaining teaching animals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Costs</th>
<th>This year</th>
<th>N-1</th>
<th>N-2</th>
<th>N-3</th>
<th>N-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Annual cost of training a veterinary student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Cost of training a veterinary student for full degree programme</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Revenue source</th>
<th>This year N R</th>
<th>N − 1 R</th>
<th>N − 2 R</th>
<th>N − 3 R</th>
<th>N-4 R</th>
</tr>
</thead>
<tbody>
<tr>
<td>revenue from the State or public authority</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>revenue from private bodies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>revenue from research</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>revenue earned and retained by the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.1 registration/tuition fees from students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>domestic students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>international students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.2 revenue from continuing education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.3 revenue from clinical activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.4 revenue from diagnostic activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>revenue from other sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total revenue from all sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 2.2.2: Projected future revenues of the school for the next 5 years

<table>
<thead>
<tr>
<th>Revenue source</th>
<th>This year N R</th>
<th>N + 1 R</th>
<th>N + 2 R</th>
<th>N + 3 R</th>
<th>N + 4 R</th>
</tr>
</thead>
<tbody>
<tr>
<td>revenue from the State or public authority</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>revenue from private bodies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>revenue from research</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>revenue earned and retained by the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.1 registration/tuition fees from students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>domestic students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>international students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.2 revenue from continuing education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.3 revenue from clinical activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.4 revenue from diagnostic activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>revenue from other sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total revenue from all sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 2.2.3: Sources of revenue for the veterinary teaching hospitals for the last 5 years

<table>
<thead>
<tr>
<th>Income sources</th>
<th>This year N\textsuperscript{R}</th>
<th>N – 1 R</th>
<th>N – 2 R</th>
<th>N – 3 R</th>
<th>N – 4 R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core funds from University</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Income from business activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sponsorship from industry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benefaction and donations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants for equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Income sources</th>
<th>This year N\textsuperscript{R}</th>
<th>N +1 R</th>
<th>N +2 R</th>
<th>N +3 R</th>
<th>N +4 R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core funds from University</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Income from business activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sponsorship from industry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benefaction and donations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants for equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

*Number of lecture halls*

*Number of places per lecture hall*
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)

*Number of rooms that can be used for group work (supervised work)*

*Number of places in the rooms for group work:*

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
**Number of laboratories for practical work by students + number of places per laboratory**

<table>
<thead>
<tr>
<th>Room</th>
<th>no. 1</th>
<th>no. 2</th>
<th>no. 3</th>
<th>no. 4</th>
<th>no. 5</th>
<th>no. 6</th>
<th>no. 7</th>
<th>no. 8</th>
<th>etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Places</td>
<td>......</td>
<td>......</td>
<td>......</td>
<td>......</td>
<td>......</td>
<td>......</td>
<td>......</td>
<td>......</td>
<td>......</td>
</tr>
</tbody>
</table>

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.

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)

Number of students graduated in the last year = 1

______________________________ __ __

Number of cadavers necropsied
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

<table>
<thead>
<tr>
<th>Species</th>
<th>Number of necropsies undertaken</th>
<th>Estimated % of necropsies observed by or undertaken by veterinary undergraduate students in most recent full year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yr N</td>
<td>N-1</td>
</tr>
<tr>
<td>Food-producing animals:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cattle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pigs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other farm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poultry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rabbits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dogs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cats</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other/exotic</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 VCT 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

<table>
<thead>
<tr>
<th>4.2(a) – Production Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of cases in previous year involving undergraduate students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Production Animals</th>
<th>(a) Rec’d for consultation in school’s clinics</th>
<th>(b) Number of hospitalised days</th>
<th>(c) Number of herd/flocks &amp; average herd size</th>
<th>(d) Number of animals seen by students on farm/herd health visits (not including EMS)</th>
<th>(e) Estimate % of 1st opinion v. referral cases per species seen by students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1st open</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Last full year; Previous year</th>
<th>Yn</th>
<th>N-1</th>
<th>Yn</th>
<th>N-1</th>
<th>Y1</th>
<th>N-1</th>
<th>Y1</th>
<th>N-1</th>
<th>Yn</th>
<th>N-1</th>
<th>Yn</th>
<th>N-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cattle</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small ruminants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pigs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food producing Rabbits &amp; other production animals (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poultry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.2(b) Companion Animals
## Table 4.3: Herd health programmes

<table>
<thead>
<tr>
<th>Companion Animals</th>
<th>No. of cases in previous year involving undergraduate students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(a) Rec’d for consultation in school’s clinics</td>
<td>(b) Number of hospitalised days</td>
</tr>
<tr>
<td>Last full year; Previous year</td>
<td>Yn</td>
<td>N -1</td>
</tr>
<tr>
<td>Equine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dogs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cats</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pet rabbits/other/exotic/Wild life (indicate species)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.3: Herd health programmes
Table 4.4: External placements

<table>
<thead>
<tr>
<th>Placement name</th>
<th>Species</th>
<th>Duration of rotation</th>
<th>Rotations per year</th>
<th>Students per rotation</th>
<th>Patient numbers*</th>
<th>Core? y/n</th>
<th>Other comments**</th>
</tr>
</thead>
</table>
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)

<table>
<thead>
<tr>
<th>Year</th>
<th>Current (N)</th>
<th>N-1</th>
<th>N-2</th>
<th>N-3</th>
<th>N-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total budget</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volumes held</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of paid-for journals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal subscriptions (R)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acquisitions (Total)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>This Year</th>
<th>N -1</th>
<th>N -2</th>
<th>N -3</th>
<th>N -4</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.)

<table>
<thead>
<tr>
<th>Year</th>
<th>This Year N</th>
<th>N -1</th>
<th>N -2</th>
<th>N -3</th>
<th>N -4</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 6.1.3: Veterinary applications, offers, acceptances

<table>
<thead>
<tr>
<th></th>
<th>SA students</th>
<th>Other students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A/P</td>
<td>O/A</td>
<td>A/P</td>
</tr>
<tr>
<td>Current year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N -1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N -2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N -3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N -4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th></th>
<th>Interns (n)</th>
<th>Residents (b)</th>
<th>Resident + MSc (n)</th>
<th>Resident + PhD (n)</th>
<th>Other postgrad quals*</th>
<th>PhD</th>
</tr>
</thead>
</table>
## Final Report on the Twinning Project Conducted Between the Veterinary Council of Tanzania [VCT] and South African Veterinary Council [SAVC], From 20th of April 2018 to 4th of December 2019.

<table>
<thead>
<tr>
<th>Current year</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N – 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N – 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N – 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N – 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Entering class</th>
<th>Total students</th>
<th>Relative attrition</th>
<th>Absolute attrition</th>
<th>Total attrition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Academic (n%)</td>
<td>Personal (n%)</td>
<td>Academic (n%)</td>
</tr>
<tr>
<td>N -5 (if required)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N -4 (if required)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N -3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N -2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N -1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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?

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

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

<table>
<thead>
<tr>
<th>Non-Veterinarians</th>
<th>Veterinarians</th>
<th>Veterinary specialists</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSc only</td>
<td>MSc</td>
<td>PhD</td>
</tr>
<tr>
<td>Dean/HoD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

159
Table 8.1.2: Support staff of the veterinary programme

<table>
<thead>
<tr>
<th>Role</th>
<th>Technical staff FTE</th>
<th>Admin &amp; other staff FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsible for the care and treatment of animals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 8.1.3: Loss and recruitment of staff (both academic and clinical equivalent)

Provide data for the past five years

<table>
<thead>
<tr>
<th>Rank/position</th>
<th>Number of Faculty lost</th>
<th>Discipline/Specialty</th>
<th>Number of Faculty recruited</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Unit #/ref</th>
<th>Credits</th>
<th>Lecture s (1)</th>
<th>Tutorials Seminars /Problem based learning (2)</th>
<th>Online &amp; other (3)</th>
<th>Labs &amp; Supervised Practical (4)</th>
<th>Clinical (5)</th>
<th>EMS (6)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Insert lines for each unit)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Insert lines for each unit)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Continue for each year of programme)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 9.1.2: Digest of disciplines and subjects (student hours in course)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Lectures (1)</th>
<th>Tutorials Seminars/Problem based learning (2)</th>
<th>Online and other (3)</th>
<th>Labs &amp; Supervised Practical (4)</th>
<th>Clinical (5)</th>
<th>EMS (6)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic subjects &amp; sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anatomy, Histology, Embryology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biochemistry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology, Cell Biology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physiology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Molecular Biology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scientific method</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biostatistics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Genetics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Epidemiology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Table of Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Subtopics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immunology</td>
<td></td>
</tr>
<tr>
<td>Microbiology</td>
<td></td>
</tr>
<tr>
<td>Pathology, Pathophysiology</td>
<td></td>
</tr>
<tr>
<td>Pharmacology</td>
<td></td>
</tr>
<tr>
<td>Pharmacy</td>
<td></td>
</tr>
<tr>
<td>Toxicology</td>
<td></td>
</tr>
<tr>
<td>Environmental protection and conservation</td>
<td></td>
</tr>
<tr>
<td>Animal Production</td>
<td></td>
</tr>
<tr>
<td>Pasture Science</td>
<td></td>
</tr>
<tr>
<td>Animal Nutrition</td>
<td></td>
</tr>
<tr>
<td>Animal Husbandry &amp; production, incl. Aquaculture</td>
<td></td>
</tr>
<tr>
<td>Livestock Production Economics</td>
<td></td>
</tr>
<tr>
<td>Animal Behaviour &amp; Behavioural Disorders</td>
<td></td>
</tr>
</tbody>
</table>
# Final Report on the Twinning Project Conducted Between the Veterinary Council of Tanzania (VCT) and South African Veterinary Council (SAVC), From 20th of April 2018 to 4th of December 2019

## 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

<table>
<thead>
<tr>
<th>Zoonoses &amp; Public Health</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Veterinary Services</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Food Hygiene</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterinary Certification</td>
</tr>
<tr>
<td>Regulation &amp; Certification of Animal &amp; Animal Products</td>
</tr>
<tr>
<td>Food Hygiene &amp; Quality</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Ethics &amp; Behaviour</td>
</tr>
<tr>
<td>Veterinary Legislation</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th></th>
<th>Minimum duration</th>
<th>Year of programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production animal farm experience (pre-clinical)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Companion animal pre-clinical experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical – companion animal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical – production animal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical – other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Provide breakdown by species or nature of practice as appropriate to the school’s requirements.

Table 9.1.4 – Clinical rotations

<table>
<thead>
<tr>
<th></th>
<th>List of individual rotations</th>
<th>Duration</th>
<th>Year of programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core intramural rotations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core distributed rotations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective rotations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Clinical discipline</th>
<th>No. of interns</th>
<th>No. of residents</th>
<th>Diploma or anticipated title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Qualification (indicate discipline and/or dept)</th>
<th>No. of students on taught courses, incl. external/distance learning</th>
<th>No. of students by research</th>
<th>Duration of training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. etc</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masters Level (incl. postgrad cert/dips, MMedVet)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. etc</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PhD/Doctorate level</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 11.1.3 – Continuing education courses provided by the school in the most recent year (state year)

<table>
<thead>
<tr>
<th>Title of course</th>
<th>Number of participants</th>
<th>Course hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*add rows as required*

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

<table>
<thead>
<tr>
<th># academic staff involved in research</th>
<th>Externally funded research grants</th>
<th>Number of original peer-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Final Report on the Twinning Project Conducted Between the Veterinary Council of Tanzania [VCT] and South African Veterinary Council [SAVC], From 20th of April 2018 to 4th of December 2019.

<table>
<thead>
<tr>
<th>Total # academic staff</th>
<th>who teach on the professional vet degree</th>
<th>Total research FTE</th>
<th>Number</th>
<th>Value</th>
<th>reviewed research publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year N - 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year N - 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th># Veterinary students undertaking a research project (indicate year of study)</th>
</tr>
</thead>
<tbody>
<tr>
<td># Year 3 students</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Year N (most recent full year)</td>
</tr>
<tr>
<td>Year N – 1</td>
</tr>
<tr>
<td>Year N – 2</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th># Students intercalating</th>
</tr>
</thead>
</table>

177
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 VCT 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
ANNEX URE 14: REPORT ON TO TSOLO AGRICULTURE AND RURAL DEVELOPMENT INSTITUTE (TARDI), SOUTH AFRICA MADE FROM THE 8TH TO THE 12TH OF APRIL 2019

TANZANIA VETERINARY PROFESSIONAL ASSOCIATION
REG NO: 15665
P.O. BOX 76863
DAR ES SALAAM
20/09/2019

REGISTRAR
VETERINARY COUNCIL OF TANZANIA

RE: VISITATION TO TSOLO AGRICULTURE AND RURAL DEVELOPMENT INSTITUTE (TARDI) SOUTH AFRICA.

REPORT TO VETERINARY COUNCIL OF TANZANIA.

INTRODUCTION

I was selected to serve on the South African Veterinary Council (SAVC) visitation team to Tsolo Agriculture and Rural Development Institute (TARDI) South Africa from the 8th –
12th of April 2019 representing members of Tanzania Veterinary Para-professional Association (TaVePa).

The aim of the Visitation team was to evaluate the qualification prescribed in terms of Veterinary and para-veterinary professions Act No 19 of 1982 of South Africa and make an accurate assessment of the extent to which these diplomas fulfill the minimal training requirement for veterinary para-professional as set out in the regulation of the Act.

Visitation process

The Institute to be evaluated made Self-Evaluation Report (SER). Visitation team members received the SER and studied it for three weeks before actual visitation. The visit to the institute was by a group of experts (Visitation team).

The team started by the review of the institution’s report followed by visitation report, actual visitation and later report writing after the visitation.

At visitation we had an opportunity to meet the Principal, Heads of departments and Academic staff members. The team also visited the Library, computer centre, Farm and TARDI community veterinary clinic. Technical staff members, Support staff members, Stake holders and others employees, recent graduates, private partners as employers, users of school’s service in clinic were also engaged.

Tsolo Training Institute offers qualification in animal health diploma for three years. The institute has veterinary clinic, different types of domestic animals with their handling facilities, dairy farm for student training, dipping tanks for small stock, piggery, fish ponds, Anatomy and pathology lab to mention few.

Suggestions

I would like to present few suggestions to Veterinary Council of Tanzania, after visitation to Tsolo Institute offering Animal Health Diploma as follows:-

For the institute in Tanzania to be recognized and registered to enroll Animal Health Diploma students should have practical and livestock farms, to enable graduate students
to be more practical oriented and should be monitored on day to day basis to ensure they meet the requirements of training.

Secondly, the diploma in animal health should be three years as in South Africa as it has been proven that students who did a year course in our country, majority failed VCT examinations.

Thirdly, practical hours should be used effectively as in South Africa.

Fourthly, there should be a moderation board for graduates in Animal Health and Diploma to determine standard of examinations, tuition and training, this is done in South Africa’s Veterinary Institutions for degrees/Diplomas.

Conclusion

I would like to thank SAVC and VCT for granting me an opportunity to visit Tsolo institute.

ROSE E MSANGI
TaVePa Member

CC: TaVePa
ANNEXURE 15: REQUEST LETTER TO SUA TO DEVELOP CPDs FOR VETERINARIANS.

UNITED REPUBLIC OF TANZANIA

MINISTRY OF LIVESTOCK AND FISHERIES

Telegram: “Mifugo”
Tel: 255 26 2323235
25526 2860664
Fax: 255 22 2864382
E-Mail:

In reply please quote:
Ref No.PA 77/422/01/29

The Vice Chancellor
Sokoine University of Agriculture
P.O Box 3000
MOROGORO

Veterinary Council of Tanzania
NBCBuilding
P.O Box 2870,
40487 DODOMA

3rd September, 2019

REF: DEVELOPMENT AND DELIVERY OF CONTINUING PROFESSIONAL DEVELOPMENT (CPDs) TO VETERINARIANS AND VETERINARY PARA-PROFESSIONALS IN TANZANIA

The above heading refers.
During the 11th Registration and Examination Committee of the Veterinary Council meeting that was held at CVMBS –SUA in Morogoro on the 19th of August 2019, it was echoed for CPD to be a way to stimulate life-long learning, keeping veterinary service providers abreast with the latest knowledge in the profession and address deficiencies in training.

In that context the Council is requesting SUA, particularly the College of Veterinary Medicine and Biomedical Sciences to embark on developing and delivering CPDs to practicing veterinarians and paraprofessionals at a cost.

This will stimulate learning among veterinary practitioners and at the same time improve delivery of services.

Dr. B. Masuruli
REGISTRAR
ANNEXURE 16: DIRECTIVE TO PRACTICING VETERINARIANS TO SUBMIT ANIMAL DISEASE REPORTS ON MONTHLY BASIS TO LOCAL STATE VETERINARIANS.

THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF LIVESTOCK AND FISHERIES

Telegram: “Mifugo”
Tel: 255 26 2323235
25526 2860664
Fax: 255 22 2864382
E-Mail:

In reply please quote:

Ref. No. PA.77/422/01/30 23rd September, 2019

All Supervising Veterinarians
Veterinary Practice Facilities
TANZANIA MAINLAND

REF: SUBMISSION OF ANIMAL DISEASES REPORTS TO DISTRICT VETERINARY OFFICERS ON MONTHLY BASIS

The above heading refers.
Pursuant to Regulation 35(1) of the *The Veterinary (Code of Professional Conduct and Ethics for Veterinarians and Veterinary Specialists), 2005*, all veterinarians in veterinary practice are required to report all notifiable diseases and vaccinations in his/her area of jurisdiction to the District Veterinary Officer on monthly basis.

Furthermore, Regulation 35(2) of the same require the veterinarian in practice to submit all disease reports that occur in his/her area on monthly basis.

These reports are important to enhance disease control in the country. You are therefore directed to do so without fail starting from October, 2019.

Dr. B. Masuruli  
REGISTRAR

Copy : District Veterinary Officers -Tanzania Mainland  
: District Livestock and Fisheries Officers-Tanzania Mainland.
ANNEXURE 17: DIRECTIVE TO SUPERVISING VETERINARIANS TO ENSURE ALL PRACTICE VETERINARY FACILITIES HAVE MICROSCOPES AS A MINIMUM REQUIREMENT.

THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF LIVESTOCK AND FISHERIES

Telegram: “Mifugo”
Tel: 255 26 2323235
25526 2860664
Fax: 255 22 2864382
E-Mail:

Veterinary Council of Tanzania.
NBC Building.
Nyerere Road.
P.O Box. 2870.
40487 DODOMA.

In reply please quote:

Ref. No. PA.77/422/01/31 23rd September, 2019

All Supervising Veterinarians
Veterinary Practice Facilities
TANZANIA MAINLAND

REF: REQUIREMENT FOR EVERY REGISTERED VETERINARY FACILITY TO HAVE A MICROSCOPE FOR ANIMAL DISEASE DIAGNOSIS.
The above heading refers.

Pursuant to Regulation 25(1) of Veterinary Act (Registration of Veterinarians and Veterinary Practice Facilities), 2004. Every registered veterinary practice facility must have at least a microscope for disease diagnosis.

All registered veterinary facilities in Tanzania Mainland are given three months till 31st December, 2019 to ensure a microscope and reagents are in place for animal disease diagnosis.

Dr. B. Masuruli
REGISTRAR

Copy : Assistant Registrars -Tanzania Mainland
      : Veterinary Inspectors-Tanzania Mainland
ANNEXURE 18: VETERINARY COUNCIL OF TANZANIA FIVE-YEAR STRATEGIC PLAN FOR 2020 -2025