EVALUATION OF VETERINARY PHYSIOTHERAPY TRAINING

Standard Operating Procedures

METHOD OF EVALUATION

[DRAFT]
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## ANNEX I: GUIDE ON THE PREPARATION OF THE SELF-EVALUATION REPORT

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## SELF-EVALUATION REPORT FRAMEWORK

### Introduction

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ANNEX III: GUIDE TO THE INTERPRETATION OF MINIMUM STANDARDS

I Guidelines for standards
II Main indicators

ANNEX IV: GUIDE TO THE INSTITUTION FOR THE ORGANISATION OF THE VISIT

I Date and duration of the visit
II Information for the institution to be visited
III Preparation and organisation of the visit

ANNEX V: GUIDELINES FOR THE VISITATION TEAM MEMBERS AND TEAM LEADER

I Study of the Self-Evaluation Report
II Travel arrangements
III The responsibilities of the team leader
IV The visit
V The report of the visitation team members

The SAVC acknowledges the use of relevant material from documents developed by the Australasian Veterinary Boards Council (AVBC), the Royal College of Veterinary Surgeons (RCVS) and the American Veterinary Medical Association (AVMA).
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>BSc Veterinary Physiotherapy</td>
<td>Bachelor of Science in Veterinary Physiotherapy</td>
</tr>
<tr>
<td>CHE</td>
<td>Council on Higher Education</td>
</tr>
<tr>
<td>DAFF</td>
<td>Department of Agriculture, Forestry and Fisheries</td>
</tr>
<tr>
<td>DHET</td>
<td>Department of Higher Education and Training</td>
</tr>
<tr>
<td>FTE</td>
<td>Full-Time Equivalents</td>
</tr>
<tr>
<td>HEQC</td>
<td>Higher Education Quality Committee</td>
</tr>
<tr>
<td>PAHC</td>
<td>Primary Animal Health Care</td>
</tr>
<tr>
<td>PCO</td>
<td>Programme Co-ordinator</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>WIL</td>
<td>Work Integrated Learning</td>
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</table>
I - INTRODUCTION

The Republic of South Africa Veterinary and Para-Veterinary Professions Act No. 19 of 1982 as amended makes provision for the prescription by the Minister of Agriculture, on the recommendation of the South African Veterinary Council (SAVC), of degrees/diplomas granted after examination by a tertiary institution, entitling the holder/s thereof to registration in terms of this act to practise as a veterinary and veterinary para-professional.

To achieve this objective, a method of evaluation of tertiary training institutions was adopted by the South African Veterinary Council in January 2004. The method is based on a comparison between the minimum standards defined by the SAVC to ensure a high standard of veterinary para-professional training (as interpreted in Annex I of this document and in the para-veterinary documentation) and the standard the institution evaluated. Visitations allow for evaluation of prescribed degrees and an accurate assessment of the extent to which these degrees fulfil the minimum training requirements for the veterinary para-profession as set out in the Regulations of the Act and acts pertaining to veterinary and para-veterinary professions.

The method comprises several stages as outlined below.

The main stages are:

- Preparation of a Self-Evaluation Report (SER) by the tertiary institution,
- Visit to the institution by a group of experts,
- Preparation of a report on the visit by the group of experts,
- Review of the experts’ report,
- Review of the institution’s follow-up to the experts’ report.

These stages are informed and guided by the following annexes:

- Annex II: Information to be provided in the Self-Evaluation Report
- Annex III: Guide for the interpretation of minimum standards
- Annex IV: Guide to the institution for the organisation of the visit
- Annex V: Guidelines for the visitation team members and team leader

MAIN INDICATORS

II - BACKGROUND

This evaluation system focuses on undergraduate training, seeking to ensure that such training is of a sufficiently high standard to ensure registration by the South African Veterinary Council. Continuing education, postgraduate training and research will be evaluated insofar as they influence the quality of undergraduate training.

The evaluation of veterinary para-profession institutions in South Africa is carried out by a visitation team, the composition of which is finalised by the SAVC. Evaluations
are based upon procedures adopted by the SAVC and detailed in this document. The SAVC is assisted in its work by its Education Committee and a Programme Co-coordinator (PCO), nominated from the SAVC Administration for this purpose.

Evaluations are carried out at 5-8 year intervals. During the intervening period, interim or "follow-up" visitations may be carried out at the request of universities, faculties or institutions or at the discretion of Council.

The SAVC agrees upon a provisional programme for an evaluation visit well in advance. The programme is based on preliminary contacts between the SAVC and the institution concerned. An institution’s final agreement to the date for an evaluation visit must be obtained at least one year prior to the visit and should not be changed. The official language for the visit is English.

The SAVC approves the membership of the visitation team based on a number of criteria. The Programme Co-ordinator is responsible for making initial proposals for membership for discussion by the Education Committee. Team members should be experienced veterinarians and/or para-veterinary professionals with a specialised knowledge in a particular field of veterinary physiotherapy application and an insight into veterinary physiotherapy issues of national importance. Nominees with potential conflicts of interest issues must declare them to the Programme Co-ordinator for consideration by the SAVC.

At least one member (the "external" member) should be a foreign veterinarian and/or veterinary physiotherapist preferably associated with a veterinary physiotherapy Institution of good repute or alternatively a senior member of a veterinary physiotherapy Council/Board.

The Council shall balance team membership to adequately cover the areas of expertise required to suitably evaluate every facet of the veterinary physiotherapy curriculum at pre-clinical (basic sciences), paraclinical and clinical level, whether discipline or species-oriented. Teaching and practical experience are desirable and in selecting experts for clinical sciences, at least one lecturer and one practicing veterinary physiotherapist must be included.

The team members are drawn from a list of suitably qualified nominees

- submitted by an organisation/s representing registered veterinary physiotherapists in South Africa.
- identified as representatives acceptable to relevant outside veterinary physiotherapy registration authorities for peer review purposes and for establishing equivalence in veterinary physiotherapy training standards.

A nominee is suitably qualified by virtue of sufficient practical application in the field of expertise to result in recognition within the profession as a consultant/specialist. Nominees should not be serving members of staff of the Institution being visited, in either a full or part time capacity.

The SAVC nominates as team leader or chairperson, one senior veterinarian and/or veterinary physiotherapist of high professional standing, with leadership and chairing
experience, who has taken part in at least one visitation. The team leader may or may not be a former or serving member of the SAVC. At least one other member of the team must have participated in a previous visit. The team leader, in liaison with the Programme Co-ordinator, is responsible for preparing the team's report.

In consultation with the Programme Co-ordinator, the institution appoints a liaison officer who is well acquainted with that institution. The membership of the group of experts and the identity of the liaison officer must be established one year prior to the visit.

All expenses of the visitation team should be borne by the institution being visited. If the visit is joined by the Higher Education Quality Committee (HEQC), a sub-committee on the Council on Higher Education (CHE), then the HEQC will be expected to fund their own costs.

III - SELF-EVALUATION REPORT

The Self-Evaluation Report (SER) is an essential part of the evaluation. It describes the aims, structures, system of organisation, methods, human and other resources, mode of operation and results of the institution concerned and provides data for the visitation team. Annex I will assist in the preparation of this report.

The SER must contain full but concise quantitative and qualitative data requested and answer all questions in standardised form as in Annex II.

The institution concerned may consult the Programme Co-ordinator if in doubt about how to answer certain questions. The visitation team members must receive the Self-Evaluation Report via the Programme Co-ordinator not later than three (3) months prior to the visit.

IV - VISIT TO THE INSTITUTION

The aim of the visit is to verify and, where necessary, complete the information provided in the SER, report on the level of undergraduate training and the extent to which the minimum standards set by South African legislation (as interpreted in Annex III of this document) are met. Practical suggestions for improving training are also made.

Annex IV provides guidelines to help the institution’s administration prepare for the visit.

Annex V provides guidelines to help the visitation team members and the team leader prepare for the visit.

At the end of the visit, the team leader of the visitation team submits the main comments and conclusions of the visiting team orally to the head of the institution, to his/her collaborators and, where appropriate, to the rector or vice-chancellor of the university/institution responsible.
V - REPORT OF THE VISITATION TEAM

The report of the visitation team must summarise the work done by the members and be prepared along the same lines as the SER, using the "Guide for the interpretation of minimum standards" (Annex III). Each chapter should comprise a descriptive section under the heading "Findings" (based on the SER and on the visitation findings) and an analytical section in the form of "Comments". "Suggestions" should complete the chapter where appropriate.

Annex V, "Guide for the visitation team members and the team leader" will assist the team in compiling the report. The draft report on the findings of the visitation team should be sent, as soon as possible after the visit and via the Programme Coordinator, to the head of the institution visited for correction of material errors and for comment. Once the relevant changes have been incorporated, the team leader of the visitation team discusses the new version with the head of the institution concerned.

In its conclusions, the report should indicate the extent to which the institution complies with the "Guide for the interpretation of minimum standards" (Annex III).

Conclusions should be recorded under one of the following headings:

- Weaknesses (category I deficiencies) which, if allowed to persist, result in the training given by the institution not conforming to the minimum prescribed standards required for registration by the SAVC.
- Suggestions for changes which would improve the training and address less serious weaknesses that may affect compliance with minimum prescribed standards in future.

The SAVC reviews the new version of the report and decides whether or not it concurs with the recommendations regarding deficiencies and suggestions. After final amendments and adoption by the SAVC, the SAVC Administration sends a copy of the report to the head of the institution visited and to other appropriate authorities, namely the Department of Agriculture, Forestry and Fisheries (DAFF) and the Department of Higher Education and Training (DHET).

The SAVC does not further disseminate the report. Only the administration of the institution visited and the competent/responsible authority may disseminate the report as they wish. The reports may be disseminated with or without the comments of the institution and/or the appropriate authorities.

VI - APPEAL MECHANISM

If the SAVC decides that one or more category I deficiencies exist and the institution considers that gross injustice has been done, it has the right to notify the chairperson of the Education Committee of its intention to appeal to the SAVC against the category I classification. That notification, and the basis for the appeal, should be made in writing within eight (8) weeks of the receipt of the final report from the SAVC.
The first stage of the appeal process involves reconsideration by the SAVC. If it dismisses the appeal, the SAVC then considers it formally. The South African Veterinary Council, at its discretion, may nominate an advisor who has expertise relating to the subject area(s) under dispute.

If discussion and correspondence fail to resolve the dispute the SAVC will appoint an Appeal Panel, consisting of three experts, chaired by the nominated expert advisor, to consider the appeal. The Appeal Panel may request information and arrange meetings which include representatives of the institution and the team leader of the visitation team. Any expenses of meetings with the institution’s leadership shall be paid by the institution.

Once the Appeal Panel has reached a decision, by majority if necessary, its chair will inform the SAVC of its decision in written form, signed by the chair. The SAVC’s acceptance of the decision will be final. The SAVC Administration is responsible for informing the institution of the Appeal Panel's decision in writing.

VII - REVIEW OF THE INSTITUTION’S RESPONSE TO THE EXPERTS’ REPORT

Any category I deficiencies must be corrected within two (2) years of the institution’s receipt of the report. As soon as a deficiency has been corrected the institution must report to the SAVC on remedial action taken.

The SAVC will then consult with the team leader of the team concerning the institution’s reported remedial action. It will decide either to accept the report or to verify it with a follow-up visit by a small select group with appropriate expertise. Should the institution fail to respond within the two (2) year period a follow up visit will be mandatory.

VIII - THE ROLE OF THE PROGRAMME CO-ORDINATOR

The Programme Co-ordinator (PCO) must carefully study all documents relating to the evaluation system to become entirely familiar with the principles and procedures of the evaluation system.

The fundamental task of the PCO is to ensure that the all matters relating to preparation for and enactment of the visit proceed smoothly and on time and that the first draft of the report is completed promptly after the visit.

The core of an evaluation visit is the Self-Evaluation Report. The PCO should inform the institution that the compiling of a satisfactory SER requires 12 months of preparation. The PCO must ensure that the SAVC receives the SER at least three (3) months before the visit for onward transmission to the visitation team members. Therefore, compiling of the SER should ideally begin 14 months before the visit.

The PCO should also ensure that three (3) months before the visit the institution sends a draft programme to the team leader for approval.
Other matters for action by the PCO:

- All matters concerning the team's travel and transport arrangements before during and after the visit, choice of local accommodation with dedicated team meeting facilities throughout the visit, communication of details of all arrangements and documentation to all team members, meals, name badges, etc.

- Visits to the Institution and the accommodation to check that facilities are satisfactory.

- Organising dedicated venues at the Institution for group meetings and for the team and its secretariat to work privately.

- Regular communication and liaison with the team leader and the representatives of the institution responsible for the programme for the visit.

_Reviewed 2015-02-10_
ANNEX I: GUIDE FOR THE PREPARATION OF THE SELF-EVALUATION REPORT

I - GENERAL

A well-prepared Self-Evaluation Report (SER) is the cornerstone of the evaluation process. The quality of the report is a reflection of the quality of the institution.

Important points to note are:

- The compiling of a SER should begin approximately 14 months before the visit, allowing 12 months for completion.
- The report must reach the Programme Co-ordinator and the members of the visitation team at least three (3) months prior to start of the visit.
- Senior administration of the institution co-ordinates the drafting of the report. A working party representing the institution’s various categories of staff and students should be assigned to the preparation of the report.
- The report should be as brief, concise and complete as possible. Unusual “in-house” technical or administrative terms should be avoided, but explained if used.
- The report should set out the institution’s objectives, describe all its activities, accomplishments, strengths and weaknesses and state whether or not its objectives are being met. It is an in-depth review of the institution and all its activities. Former students and other advisory groups should also contribute to the report to obtain an outside opinion as to whether it is achieving its objectives. Minority opinions at all levels may be indicated. Recommendations for improvements should be included under each heading. Identification of weaknesses and areas requiring improvement form an essential part of an honest, credible SER.

II - REPORT LAYOUT

INTRODUCTION

The SER should begin with an introduction describing the main events in the institution’s recent history. The period that has elapsed since the last site visit or, if there has been no previous visit, a period of ten years or years since origin, must be covered. The institution should highlight major organisational changes, new teaching regulations, new equipment or buildings, curricular changes, major decisions made by the institution’s administration or the competent/responsible authority and the major problems encountered and resolved, etc.

DEPARTMENTAL REPORTS

In the case of institutions with a defined departmental structure each department should give a brief overview of the main aspects of its structure and functioning as a separate appendix to this SER (see 5.8 Annex IV). Comments on weaknesses and strengths in leadership, staff and resources should be made with brief mention of remedial actions to correct weaknesses.
CHAPTERS

Chapters must be drafted in line with the guidelines, requirements and main indicators as prescribed in Annex III.

Introduction

Chapter 1 Organisation and objectives

Chapter 2 Finances

Chapter 3 Curriculum

Chapter 4 Teaching: quality and evaluation

Chapter 5 Facilities and equipment

Chapter 6 Animals and teaching material of animal origin

Chapter 7 Library and learning resources

Chapter 8 Assessment

Chapter 9 Admission and enrolment

Chapter 10 Academic and support staff

Chapter 11 Continuing and postgraduate education and research

Chapter 12 Outcomes assessment

Each chapter or sub-chapter should be set out as follows:

- Factual information
- Comments
- Suggestions for improvement.

III – RECOMMENDATIONS FOR THE PREPARATION OF THE REPORT

The preparation and drafting of the various parts of the report involves multiple input: general information (organisation and objectives, finances, admission and enrolment, academic and support staff, etc), should be provided by the administration and the head of the institution to the group assigned to prepare the report. Information pertaining to particular services (e.g. Chapter 7 “Library and learning resources”) should be prepared by the staff of those services for inclusion in the general report.

Brevity is of the essence in the Self-Evaluation Report and the appendices. Details of explanatory material are to be excluded from the core of the report; such details can be systematically included in appendices. Excessive extracts from official texts should be excluded.
Chapter 1 "Organisation and objectives" must include the institution’s general objectives (teaching, research, service, continuing and postgraduate education), not detailed objectives, which are to be dealt with in Chapter 3 "Curriculum" by each responsible group.

As regards timetables in Chapters 3 and 4, a clear distinction should be made between hours per student and hours per lecturer.

Each service’s contribution should be a maximum of three pages with additional detail provided in the appendices.

Chapter 6 "Animals and teaching material of animal origin" and Chapter 7 "Library and learning resources", in particular, should contain only basic data, with the complete documentation provided by each service placed in the appendices.

It is important that:

- Any appendix should follow the outline of the basic evaluation report.
- The core report should always contain a cross-reference to the exact place in the relevant appendix.
- The information in the appendices must be carefully selected so that the report is restricted to useful information and is not excessively detailed.

The following documents should be attached to the report:

- A map of the institution,
- References on the map to the stages of and a suggested route for the visit, with areas and floors clearly indicated.

IV – RECOMMENDATIONS FOR THE DISSEMINATION OF THE REPORT

The Self-Evaluation Report must be sent by the administration of the institution to the Programme Co-ordinator at least three (3) months prior to the start of the visit.

It is strongly recommended that the report be made available to the various categories of persons working in the institution.

The institution’s administration should ensure that the people scheduled to meet the visitation team familiarise themselves with parts of the report which directly concern them.
ANNEX II: INFORMATION TO BE PROVIDED IN THE SELF-EVALUATION REPORT

This document contains instructions on the information that must be in the Self-Evaluation Report (SER). Annexes I and III detail how the information must be provided.

It provides the format that should be used for the SER, namely an introduction and 12 chapters.

The aim of Annex II is to facilitate the provision of information necessary for evaluation of the extent to which recommendations in Annex III are being met.

The Annex features explanations (in italics) concerning the information that is requested, and the requested information (identified by bulleted points or contained in boxes).

Each chapter or section follows the same sequential organisation of information in three parts:

- factual information (lists, numerical data, descriptions);
- comments; and
- suggestions for improvements. Add any suggestions for improvement in sequential order of importance and comment on specific areas as indicated.

Information in response to each question has been requested. In some instances, the reply might be "not applicable".

If answering a question presents difficulties, it is recommended that the institution consults the team leader of the visitation team or the Programme Co-ordinator. Explanatory comments may be added to answers for clarity.

As the visitation team will make constant use of the information in the SER readability, clarity and concise presentation will facilitate their task.

I - CONTENTS

The contents of the Self-Evaluation Report should be:

Introduction

Chapter 1 Organisation and Objectives

Chapter 2 Finances

Chapter 3 Curriculum

Chapter 4 Teaching: quality and evaluation

Chapter 5 Facilities and equipment
Chapter 6 Animals and teaching material of animal origin

Chapter 7 Library and learning resources

Chapter 8 Assessment

Chapter 9 Admission and enrolment

Chapter 10 Academic and support staff

Chapter 11 Continuing and postgraduate education and research

Chapter 12 Outcomes assessment

II - TERMINOLOGY

The following terminology is used in the Self-Evaluation Report:

Institution

Programme (e.g. BSc Veterinary Physiotherapy)

Module (e.g. Clinical and Applied Therapy)

Theme (e.g. General introduction to electrotherapy)

Course (e.g. Continuing Education course)

Lecturer

It is also recognised that nationally and internationally the following synonyms can be used in the same contexts:

Institution: University / School / Establishment

Programme: Academic plan / Course

Module: Course / Subject

Theme: Unit / Section / Topic

Lecturer: teacher
INTRODUCTION

Provide an outline of the main features of the history of the institution in the period since the last evaluation visit or, if there has not been a previous visit, in the last ten years or so.

It should cover:

- the main organisational changes,
- new regulations relating to teaching,
- new buildings or major items of equipment,
- main changes to the study programme,
- important decisions made by the management of the institution, or by the authorities responsible for it,
- major problems encountered by the institution, whether resolved or not, and responses to recommendations of previous visit.
CHAPTER 1 – ORGANISATION AND OBJECTIVES

1. FACTUAL INFORMATION

Provide the basic details of the institution, starting with the name, address, telephone and fax numbers, e-mail addresses and website addresses.

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<thead>
<tr>
<th>Details of the institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of the institution:</td>
</tr>
<tr>
<td>Address:</td>
</tr>
<tr>
<td>Telephone number:</td>
</tr>
<tr>
<td>Fax number:</td>
</tr>
<tr>
<td>E-mail address:</td>
</tr>
<tr>
<td>Website:</td>
</tr>
<tr>
<td>Title and name of head of the institution:</td>
</tr>
</tbody>
</table>

- Is the institution within a university? If so, please give address of the university.

- Details of the competent authority overseeing the institution.

- Provide a diagram of the administrative structures showing the institution in relation to the university and ministerial structure of which it is part.

- Provide a diagram of the internal administrative structure of the institution itself (councils, committees, departments, etc)

- Describe, briefly the responsibilities, constitution and function of the main administrative bodies (councils, committees, etc)

- Indicate the involvement of the veterinary physiotherapy profession and general public in the running of the institution.

- Indicate the rules concerning the appointment of the elected officials of the institution (Dean, Vice-Dean, Heads of Department, etc)

- State the institution’s mission and list the official overall objectives.

- If there is no official list indicate the objectives that guide the institution’s operation.

- Who determines the objectives and how are they revised?
- How and how frequently is achievement 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.

### 2. COMMENTS

Comment on the organisation’s suitability in enabling efficient, cost effective achievement of the institution’s objectives.

To what extent are the objectives achieved?

What, in your view, are the main strengths and weaknesses of the institution’s organisation?

### 3. SUGGESTIONS

If you are not satisfied, list your suggestions for change in order of importance regarding organisation and objectives.
CHAPTER 2 - FINANCES

1. FACTUAL INFORMATION

2.1: Expenditure

This means the total expenditure made by the institution itself and by other bodies on behalf of the institution (e.g. the university). Specify the calendar year or academic year to which your information refers.

Wages and salaries should include contributions/fringe benefits.

The term "utilities" means water, electricity, gas, fuel, etc.

Total expenditure should equal the sum of individual items:

\[ i.e. \ a + b + c + d = e. \]

**Cost of training**

The breakdown of the cost of training is difficult because several headings of expenditure cover both teaching and research. For this reason, the cost of training calculated in the table is only part of the items of expenditure.

- Annual direct cost of training a student

  The numerator comprises:

  \[ a1 - \text{salaries of teaching personnel} \]

  \[ a2 - \text{salaries of support staff} \]

  \[ b2 - \text{expenditure relating to teaching} \]

  \[ c1 - \text{equipment relating to teaching} \]

\[ \text{Cost} = a1 + a2 + b2 + c1 \]

\[ \text{number of students in undergraduate training} \]
- Direct cost of training for the 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 2.1.1: Annual expenditure of the institution

<table>
<thead>
<tr>
<th>Calendar year</th>
<th>Academic year</th>
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<table>
<thead>
<tr>
<th><strong>a. Personnel</strong></th>
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<tbody>
<tr>
<td>a.1 teaching staff</td>
<td>..................</td>
</tr>
<tr>
<td>a.2 support staff</td>
<td>..................</td>
</tr>
<tr>
<td>a.3 research staff</td>
<td>..................</td>
</tr>
<tr>
<td><strong>Total for a</strong></td>
<td>..................</td>
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</table>

<table>
<thead>
<tr>
<th><strong>b. Operating costs</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>b.1 utilities</td>
<td>..................</td>
</tr>
<tr>
<td>b.2 expenditure relating specifically to teaching</td>
<td>..................</td>
</tr>
<tr>
<td>b.3 research</td>
<td>..................</td>
</tr>
<tr>
<td>b.4 general operations (excluding the above)</td>
<td>..................</td>
</tr>
<tr>
<td><strong>Total for b</strong></td>
<td>..................</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>c. Equipment</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>c.1 teaching</td>
<td>..................</td>
</tr>
<tr>
<td>c.2 research</td>
<td>..................</td>
</tr>
<tr>
<td>c.3 general (or common) equipment</td>
<td>..................</td>
</tr>
<tr>
<td><strong>Total for c</strong></td>
<td>..................</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>d. Maintenance of buildings</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>e. Total expenditure</strong></td>
<td>..................</td>
</tr>
</tbody>
</table>
Table 2.1.2: Cost of veterinary physiotherapy training

1. Annual direct cost of training a student ……………………..
2. Direct cost of training for a degree ……………………..

2.2: Revenues

As for expenditure, state the calendar or academic year, and give revenue for only 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. Give the total of this revenue for the current year and the past five years in Table 2.2.2.

Table 2.2.1: Annual revenues of the institution

Calendar year ……………….. or Academic year …………………..

a. revenue from the State or public authorities ……………………..

b. revenue from private bodies ……………………..

c. revenue from research ……………………..

d. revenue earned and retained by the institution
d.1. registration fees from students ……………………..

d.2. revenue from continuing education ……………………..

d.3. revenue from clinical activities ……………………..

d.4. revenue from diagnostic activities ……………………..

e. revenue from other sources (please specify) ……………………..

f. Total revenue from all sources ……………………..
Table 2.2.2: Changes in public funding

Give the history of revenue from the State or public authorities (item a. from Table 2.2.1) for the previous five (5) years.

Year: this year (N), previous years: (N-1), (N – 2), (N – 3), (N – 4)

Revenue ........... ........... ........... ........... ...........

What percentage of income from the following sources does the veterinary physiotherapy teaching institution have to give to other bodies (university, etc)?

- clinical work:
- analysis for commercial clients:
- analysis for veterinary physiotherapy practitioners:
- research grants:
- other (please explain):

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

Outline how the allocation of funding to the institution is determined, and by what body.

If the allocation of funds, or any significant proportion of it, is linked to a particular factor (e.g. student numbers, research output), please describe this.

Indicate how the basis for funding the institution compares with those of other programmes (e.g. whether veterinary physiotherapy training receives a higher budget weighting compared to other degree programmes).

Outline how the allocation of funds within the institution is decided.

Describe briefly the mechanism(s) for funding capital expenditure (e.g. building work, major items of equipment) and how decisions are taken.

Indicate whether students:
- pay tuition/registration fees.
- How much these fees are.
- How the fees are decided.
- How the funds are distributed.
2. COMMENTS

Make any general comments that you feel would help the visitation team concerning the institution’s finances.

Teaching institutions never have enough finance. Comment on any of the Annex III 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 institution in financial matters.

Comment on the percentage of income from outside services that the institution is allowed to retain for its own use, and in particular on the extent to which loss of this income acts as a disincentive for the services concerned.

3. SUGGESTIONS

If you are not satisfied with the situation, list your suggestions for change in order of importance.
CHAPTER 3 - CURRICULUM

1. FACTUAL INFORMATION

| Indicate whether there is a defined national curriculum and (if applicable) how and by what body decisions are taken on this. Describe the degree of freedom that the institution has to change the curriculum. |
| Outline how decisions on curriculum matters and content are taken within the institution. |
| Outline how decisions are taken on the allocation of hours between the various modules and on the balance between theoretical and practical teaching. |

*Undergraduate training curriculum*

*Within the curriculum in an institution, a distinction can be made between:*

- "core" modules taken by every student (section 3.1);
- "electives" which each student must select from a list of permissible modules (section 3.2);
- "optional" modules available over and above the obligatory curriculum (section 3.3);
- obligatory Work Integrated Learning (WIL) (section 3.4).

*It is obvious that there should be a correlation between the general table for the core curriculum (3.1.1), the tables for each year of the programme (3.1.2), and the summary. Tables 3.1.3 and 3.1.4. It is suggested that you prepare the annual tables first, and use these to generate the other tables.*

*If necessary, the tables can be lengthened to include the information that the institution wishes to supply.*

*Types of training*

*There cannot be absolute distinction between the terms used to distinguish between different types of training. Overlap is inevitable.*

*Lectures* convey theoretical knowledge. Lectures (or presentations) of teaching are given to an entire or partial annual intake of students. Teaching may be with or without the use of teaching aids or of demonstration animals or specimens. The essential characteristic is that there is no active involvement of the students in the material discussed. They listen and do not handle.

*Supervised work* (sometimes called tutorials) is teaching sessions directed towards a small group of students during which they work on their own, or as a team, on part of the theory, prepared from manuscript notes, photocopied documents, articles and bibliographic references. Information is illustrated and knowledge extended by the
presentation of audio visual material, exercises, discussions and, if possible, case work.

**Practical work** means teaching sessions where students themselves actively perform laboratory experiments, carry out dissection or necropsy, use microscopes for examination of histological or pathological specimens, or handle normal animals.

**Clinical work** means hands-on procedures by students on live animals - examination, diagnosis, treatment. Surgery on cadavers to practice clinical techniques is also classified as clinical work. Simply observing the lecturer doing these tasks is not clinical work.

3.1: Curriculum followed by all students

Table 3.1.1: General table of curriculum hours taken by all students

<table>
<thead>
<tr>
<th>Hours of training</th>
<th>Lectures</th>
<th>Practical work</th>
<th>Supervised work</th>
<th>Clinical work</th>
<th>Other*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second year</td>
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<td></td>
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<tr>
<td>Third year</td>
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<td></td>
<td></td>
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<tr>
<td>Fourth year</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

*Please specify

The following tables should list the modules that comprise the veterinary physiotherapy programme/curriculum, and the hours of teaching in each of them. Provide a separate table for each year of the course, up to and including the fourth year, where applicable. It is suggested that you start with this table when preparing all of the replies on the curriculum.
Table 3.1.2: Yearly curriculum studies

Year of the course

<table>
<thead>
<tr>
<th>Module</th>
<th>Lectures</th>
<th>Practical work</th>
<th>Supervised work</th>
<th>Clinical work</th>
<th>Other*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

*Please specify

Table 3.1.3: Number of curriculum hours taken by every student

The modules mentioned in this table must be included in the curriculum.

The disciplines listed in Table 3.1.3 will not in all instances correspond to the name given to the module where the content is covered at your institution. The hours spent on the various modules, as you have listed them in Tables 3.1.2, should be allocated to the most appropriate module title in Table 3.1.3. If there is no module that corresponds to a particular subject that makes up part of the veterinary physiotherapy curriculum in your institution (e.g. languages, sport, etc), these should be listed in Table 3.1.4 as "other modules".

If a particular subject is not taught, because an adequate level of knowledge in that subject is a prerequisite for entering the veterinary physiotherapy teaching programme, this should be indicated.

If one of the obligatory disciplines in Table 3.1.3 is not taught as a separate module, but as part of another module, make a clear statement to this effect, and indicate the approximate number of hours.
<table>
<thead>
<tr>
<th></th>
<th>Hours in programme/curriculum</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lectures</td>
<td>Practical work</td>
<td>Supervised work</td>
<td>Clinical work</td>
<td>Other</td>
</tr>
<tr>
<td><strong>A. Basic Veterinary modules</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anatomy</td>
<td></td>
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<tr>
<td>Physiology</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>General Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Animal Conformation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Animal Nutrition</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Animal Pharmacology</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Animal Dentistry</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Animal Imaging</td>
<td></td>
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<tr>
<td>Farriery</td>
<td></td>
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<tr>
<td>Animal Exercise Physiology</td>
<td></td>
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<tr>
<td>Animal Pathophysiology, pathology and surgery</td>
<td></td>
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<td></td>
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<tr>
<td><strong>B. Applied &amp; Clinical Therapy and Therapy Science modules</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective blocks</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>C. Therapy Science modules</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Biomechanics, Movement Analysis, Motor Control. Rehabilitation Exercises, Communication.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>D. Research modules</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature Review</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Project</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Table 3.1.4: Curriculum hours in other modules taken by every student

<table>
<thead>
<tr>
<th>Module</th>
<th>Lectures</th>
<th>Practical work</th>
<th>Supervised work</th>
<th>Clinical work</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
</table>

| | | | | | | |

3.2: Elective modules

Electives are modules between which students can choose, but for which the hours are foreseen in the normal obligatory curriculum. The student must follow the modules(s) he/she has chosen (3.2).

Table 3.2 assumes that electives are distributed into blocks of related courses, that provide a particular focus to the studies of the students who follow that block (e.g. small animal medicine, biotechnology, equine medicine, herd health management). If students can choose freely from electives, or these are arranged in some other way, please list the modules as seems appropriate, and explain the situation in the text.

Describe how and when students are allowed to select elective modules, and the number of hours they have to take. Is there any limitation to their freedom of choice?

Table 3.2: Courses organised as elective modules

| | | | | | | |
| | | | | | | |
### Hours in course

<table>
<thead>
<tr>
<th>Courses within elective module</th>
<th>Lectures</th>
<th>Practical work</th>
<th>Supervised work</th>
<th>Clinical work</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective track 2:</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

| Elective track 3:             |          |                |                 |               |       |       |
|                              |          |                |                 |               |       |       |
|                              |          |                |                 |               |       |       |
|                              |          |                |                 |               |       |       |
|                              |          |                |                 |               |       |       |
|                              |          |                |                 |               |       |       |
|                              |          |                |                 |               |       |       |
|                              |          |                |                 |               |       |       |
|                              |          |                |                 |               |       |       |

#### 3.3: Optional modules

Optional modules are those which the student can choose to follow in addition to the normal course. Students can decide not to follow this type of option (3.3).

#### 3.4: Obligatory Work Integrated Learning (WIL)

These are training periods that are an integral part of the programme, but which are taken outside the institution, for instance with practitioners, on farms, or with commercial or government organisations.

If these periods of work integrated learning take place during the summer vacations, then the academic year in the programme that should be entered in the last column of Table 3.4 is that preceding the period of WIL.
Table 3.4: Obligatory work integrated learning (WIL) that students must undertake as part of their programme

<table>
<thead>
<tr>
<th>Nature of work</th>
<th>Minimum period</th>
<th>Year of the programme in which work is carried out</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Indicate the guidelines pertaining to this activity, and the manner by which it is assessed.

3.5: Ratios

For explanation about ratios, see the section 'Main Indicators' of Annex III. Give the figures for numerators and denominators. The ratios should then be expressed by taking the numerator as 1.

Give the following values:

<table>
<thead>
<tr>
<th>Theoretical training</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____________________</td>
<td>= ______ = ___</td>
</tr>
</tbody>
</table>

Practical and clinical training

<table>
<thead>
<tr>
<th>Clinical training</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____________________</td>
<td>= ______ = ___</td>
</tr>
</tbody>
</table>

Theoretical and practical training
3.6: Further information on the curriculum

The information to be provided under 3.6 should be as brief as possible (not more than six pages). The aim is to provide the visitation team with a broad overview of the teaching programme, highlighting any unusual or innovative aspects.

Provide a short description of the teaching programme in (see Table 3.1.3):

A. Basic modules
B. Applied an Clinical Therapy modules
C. Therapy Science Modules
D. Research Modules

State the parts of the programme that must be attended obligatorily by the students. How is the attendance verified?

3.7: Specific information on the practical clinical training

Clinical training may be provided through obligatory clinical rotations in different areas, where undergraduate students are integrated into the functioning of the clinics.

Give an outline description of how this is structured, in terms of:

- are such rotations a structured part of the training given to all undergraduate students?
- the total time dedicated to such rotations;
- the year(s) in which they occur;
- the different areas covered and the time spent in each area;
- whether attendance is full-time, for part of the day, and/or other (e.g. based on case needs);
- the activities and case responsibilities that students are expected to undertake.
- the group sizes in the clinical rotations

Describe clinical exercises in which students are involved prior to the commencement of clinical rotations.

3.8: Curriculum mapping to Day 1 skills
Present a document indicating clear mapping of the current curriculum to the Day 1 skills.

2. COMMENTS

Comment on the way in which the veterinary physiotherapy curriculum prepares the graduate for the various parts of the veterinary physiotherapy profession, especially under the specific conditions prevailing in the country.

Comment on the way the curriculum is structured and reviewed.

Comment on the major developments in the curriculum, now and in the near future.

Comment on local conditions or circumstances that might influence the ratios in 3.5.

3. SUGGESTIONS

If the ratios in 3.5 do not fall into the category "satisfactory" according to the indicative table in Annex I, what can be done to improve the ratios?
CHAPTER 4 - TEACHING: QUALITY AND EVALUATION

1. FACTUAL INFORMATION

4.1: The teaching programme

Describe the measures taken to ensure co-ordination in the teaching between different departments, sections, institutes and services.

Describe the philosophy of the pedagogical approach of the institution. In particular, describe the use of newer approaches, problem-based learning, interactive computer-assisted learning, etc.

Indicate the extent to which course notes are used to supplement or substitute for standard veterinary physiotherapy textbooks.

Describe any applicable established or contractual arrangements that support undergraduate teaching between the institution and outside bodies, e.g. farms, breeding centres, practitioners, state veterinary physiotherapy services, factories/processing plants, outside laboratories, etc. Briefly describe how these arrangements work in practice in terms of the contact this provides for all students or for selected students.

4.2: The teaching environment

Describe the staff development facilities, particularly in relation to teaching skills.

Describe the systems for reward of teaching excellence (e.g. accelerated promotion).

Describe other measures taken to improve the quality of teaching.

4.3: The examination system

Describe the examination system of the institution, particularly in relation to:

- Is there a central examination policy for the institution as a whole? If 'yes', by whom is it decided?
- Are there special periods without teaching for examinations?
- What form(s) of examination are used (written papers, multiple-choice questions, oral, practical, clinical examination, continuous assessment, etc)?
- Is use made of external examiners?
- How many retakes of an examination are allowed?
- Do students have to pass the examination within a certain time?
- Do students have to pass an examination before they can start other courses?
### 4.4: Evaluation of teaching

| Describe the method(s) to assess the quality of teaching used in the institution. |
| Indicate whether the evaluation is an institution procedure, or one set up by individual departments, by students or by individuals. |
| Describe the role of students in the evaluation of teaching and lecturers. |
| Describe the follow-up given to the evaluation. |

### 4.5: Student welfare

| Describe the facilities (not related to the teaching programme) which the institution provides for students (accommodation, sports, recreation, canteen, restaurant, etc). |
| Describe the guidance offered by the institution (or its parent body) for students with problems (social problems, study problems, career development, job selection). |

### 2. COMMENTS

| Give general comments about the quality of the teaching programme under the above headings. |
| Comment on the usefulness of external examiners. |
| Comment on the participation of students in the design and monitoring of courses and of the curriculum in general. |

### 3. SUGGESTIONS

| Indicate how the examination system can be improved in such aspects as time consumption, efficacy, fairness and selectivity. |
| What can be done to (further) improve the quality of teaching? |
CHAPTER 5 - FACILITIES AND EQUIPMENT

1. FACTUAL INFORMATION

5.1: Premises in general

Give a general description of the site(s) and buildings occupied by the institution. Include a map.

5.2: Premises used for clinics

The information to be entered here is the number of animals that can be accommodated, not the number of animals used.

Certain premises may be used to accommodate different species of animal. If so, the same premises should be entered only once.

Table 5.2.1: Places available for clinics and hospitalisation

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>number of clinic stables for horses</td>
</tr>
<tr>
<td></td>
<td>number of clinic kennels for dogs</td>
</tr>
<tr>
<td></td>
<td>number of clinic places for cats</td>
</tr>
</tbody>
</table>

5.3: Premises for animals

Give a description of the facilities for maintaining normal animals for teaching purposes.

If the institution has no farm, please explain the practical arrangements made for teaching.

5.4: 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.

Laboratories used for practical work by students should be entered at 5.4.3 not 5.4.2.

Table 5.4.1: Premises for lecturing

<table>
<thead>
<tr>
<th>Number of lecture halls</th>
</tr>
</thead>
</table>
Number of places per lecture hall

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

Table 5.4.2: Premises for group work

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

Number of places in the rooms for group work:

<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>
</tr>
</thead>
<tbody>
<tr>
<td>Places</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

Number of places in the rooms for group work (continued):

<table>
<thead>
<tr>
<th>Room</th>
<th>no. 9</th>
<th>no. 10</th>
<th>no. 11</th>
<th>no. 12</th>
<th>no. 13</th>
<th>no. 14</th>
<th>no. 15</th>
<th>no. 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Places</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 rooms for group work

Table 5.4.3: Premises for practical work

Number of laboratories for practical work by students

Give a brief description of health and safety measures in place in the premises for practical work (and in the laboratories to which undergraduate students have access).

5.5: Waste management

Briefly describe the systems and equipment used for disposing of waste material; cadavers, carcasses, biological waste of different types, excreta, etc.
5.6: Future changes

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

2. COMMENTS

Comment on the adequacy of the buildings in general for undergraduate teaching.
Comment on the adequacy of the equipment in general for undergraduate teaching.
Comment on the maintenance of buildings and equipment.

3. SUGGESTIONS

If you are unhappy with any situation, list any improvements you would make in order of preference.
CHAPTER 6 - ANIMALS AND TEACHING MATERIAL OF ANIMAL ORIGIN

1. FACTUAL INFORMATION

6.1: Basic modules

Anatomy

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

Table 6.1.1: Number of necropsies over the past 3 years

<table>
<thead>
<tr>
<th>Species</th>
<th>Number of necropsies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>year N*</td>
</tr>
<tr>
<td>farm/large animals</td>
<td>Equines</td>
</tr>
<tr>
<td>small/pets</td>
<td>dogs</td>
</tr>
<tr>
<td></td>
<td>cats</td>
</tr>
</tbody>
</table>

*State the actual year

**Indicate species

Indicate the nature and extent of any additional sources of material for the teaching of anatomy, including slaughterhouse material.

Indicate the nature of any other animal use in teaching other basic modules.

6.2: Clinical and Applied therapy

Indicate the availability of animals for the practical teaching of students
- on the site of the institution;
- on other sites to which the institution has access.

6.4 - 6.5: Consultations and in-patients

Questions are asked concerning the last three years that can be totally accounted for. Specify the exact years (calendar or academic year) N, (N-1) and (N-2).
The number of animals to be stated are for all disciplines combined (medicine, surgery, reproduction, etc.).

In Tables 6.4.1 and 6.5.1, only animals coming into the institution should be included. Animals studied in practical teaching outside the institution should be entered in the section entitled "Mobile Clinic" (6.8).

There is sometimes linguistic confusion between terms used for different kinds of consultation clinics. The clinics that receive incoming patients for consultations are called "out-patient clinic" and "ambulatory clinic"; both terms are interchangeable. When referring to clinical services provided outside the institution, e.g. on farms, the term "mobile clinic" should be used (6.8).

6.4: Consultations

State the number of weeks annually during which the clinics are open.
State the number of consultation days each week.
State the consultation hours.

Table 6.4.1: Number of animals received for consultation in the past three years

<table>
<thead>
<tr>
<th>Species</th>
<th>Number of patients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>year N</td>
</tr>
<tr>
<td></td>
<td>year N-1</td>
</tr>
<tr>
<td></td>
<td>year N-2</td>
</tr>
<tr>
<td>farm/large animals</td>
<td>Equines</td>
</tr>
<tr>
<td>small/pets</td>
<td>dogs</td>
</tr>
<tr>
<td></td>
<td>cats</td>
</tr>
<tr>
<td></td>
<td>other pets</td>
</tr>
</tbody>
</table>

*Indicate species

6.5: In-Patients

Table 6.5.1: Patients in the clinics in the past three years

<table>
<thead>
<tr>
<th>Species</th>
<th>Number of hospitalisations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>year N</td>
</tr>
<tr>
<td></td>
<td>year N-1</td>
</tr>
<tr>
<td></td>
<td>year N-2</td>
</tr>
</tbody>
</table>
### 6.8: Mobile/home visit clinic

<table>
<thead>
<tr>
<th>farm/large animals</th>
<th>equines</th>
</tr>
</thead>
<tbody>
<tr>
<td>small/pets</td>
<td>dogs</td>
</tr>
<tr>
<td></td>
<td>cats</td>
</tr>
<tr>
<td></td>
<td>other pets</td>
</tr>
</tbody>
</table>

*Indicate species

State the number of hours of operation per week.

State the approximate number of animals seen by the mobile clinic in a year.

### 6.9: Other information

Indicate any notable additional outside sources of material for clinical training purposes.

Indicate how the level of clinical service that is offered by the institution (in small companion animals, equines) compares with outside practices in terms of facilities, hours of service, equipment, expertise, responsiveness, etc.

Provide an indication in percentage terms of the proportion of cases that are primary (i.e. first opinion), and referrals (provide a breakdown by species, if helpful). If the institution has a particular aim or policy as regards this mix, describe it.

Outline how the fees for clinical services are decided, and how these compare with those charged by private practitioners.

Indicate the relationship the institution has with outside practitioners (in small companion animals, equines) in terms of matters such as referral work, providing diagnostic or advisory services for private practitioners, practitioners participating in teaching, holiday or 'seeing practice' work for students, feedback on the level of clinical training.

Describe (if applicable) any other relationships with outside organisations that are routinely used to provide students with training (in particular practical training) in other clinical modules.

Provide an outline of the administrative system(s) used for the patients, e.g. in terms of how case records are kept, how data is retrieved, whether systems are centralised, etc.
6.10: Ratios

See the section 'Main Indicators' in Annex III for the figures needed for calculating ratios. Give the figures for numerators and denominators. The ratios should then be expressed by taking the numerator as 1.

6.10.1: Animals available for clinical work:

Ratio: students/companion animals

\[
\frac{\text{number of students graduated in the last year}}{\text{Total number of companion animals}} = \frac{1}{1} = 1
\]

6.10.2: Animals available for necropsy

Ratio: students/dissections

\[
\frac{\text{number of students graduated in the last year}}{\text{Total number of cadavers necropsied (all species)}} = \frac{1}{1} = 1
\]

2. COMMENTS

Feel free to comment on all data provided in this Chapter.

Comment on major developments in the clinical services, now and in the near future.
Comment on local conditions or circumstances that might influence the ratios in 6.10.
3. SUGGESTIONS

If the ratios in 6.10 for your institution do not fall into the category "satisfactory" according to the indicative table in Annex I, what can be done to improve these ratios?
## CHAPTER 7 - LIBRARY AND LEARNING RESOURCES

### 1. FACTUAL INFORMATION

#### 7.1: Library

Give a general description of the library/libraries of the institution that are available to students. Indicate how the library/libraries are managed (e.g. library committee).

For each major library of the institution, please provide the following information, either in narrative or tabular form.

<table>
<thead>
<tr>
<th>Main library</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- is this specific to the veterinary physiotherapy training institution?</td>
<td></td>
</tr>
<tr>
<td>- is this common to two or more institutions?</td>
<td></td>
</tr>
<tr>
<td>State the library's annual operating budget over the past three years:</td>
<td></td>
</tr>
<tr>
<td>Year N</td>
<td>........</td>
</tr>
<tr>
<td>Year N - 1</td>
<td>........</td>
</tr>
<tr>
<td>Year N - 2</td>
<td>........</td>
</tr>
<tr>
<td>Number of full-time employees</td>
<td></td>
</tr>
<tr>
<td>Full time equivalents of part time employees</td>
<td></td>
</tr>
<tr>
<td>Number of journals received each year (in addition to books)</td>
<td></td>
</tr>
<tr>
<td>Number of student reading places</td>
<td></td>
</tr>
<tr>
<td>Library opening hours:</td>
<td>weekdays</td>
</tr>
<tr>
<td>during term-time</td>
<td>........</td>
</tr>
<tr>
<td>during vacations</td>
<td>........</td>
</tr>
<tr>
<td>Number of loans to students per academic year</td>
<td></td>
</tr>
<tr>
<td>Give an outline description of any computerised document search system that is accessible to students.</td>
<td></td>
</tr>
</tbody>
</table>
**Subsidiary libraries of the institution**

Describe the subsidiary (e.g. Departmental) libraries of the institution, and arrangements for student access.

Indicate whether the main library holds a list of individual books of the subsidiary libraries.

**8.2: Information technology services**

*Please give the following information in either narrative or tabular form.*

<table>
<thead>
<tr>
<th>a) Audio-visual service</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- is this specific to the veterinary physiotherapy training institution?</td>
<td></td>
</tr>
<tr>
<td>- is this common to two or more institutions?</td>
<td></td>
</tr>
<tr>
<td>Number of full-time employees</td>
<td>..........</td>
</tr>
<tr>
<td>Full time equivalents of part time employees</td>
<td>..........</td>
</tr>
<tr>
<td>Total number of videocassettes available</td>
<td>..........</td>
</tr>
<tr>
<td>Total number of videocassettes that have been produced by the services in the past 5 years</td>
<td>..........</td>
</tr>
<tr>
<td>Is there a viewing room?</td>
<td></td>
</tr>
<tr>
<td>If so, indicate:</td>
<td></td>
</tr>
<tr>
<td>- the number of places</td>
<td></td>
</tr>
<tr>
<td>- the number of hours it is open each week</td>
<td></td>
</tr>
<tr>
<td>- the opening hours:</td>
<td>weekdays</td>
</tr>
<tr>
<td>during term-time</td>
<td>..........</td>
</tr>
<tr>
<td>during vacations</td>
<td>..........</td>
</tr>
</tbody>
</table>
## b) Computer service

Is the computer service/department:

- specific to the veterinary physiotherapy training institution?

- common to two or more institutions?

Number of full-time employees

Full time equivalents of part time employees

Number of computers available in the service:

- less than three-years old

- more than three-years old

Do students have free access to these computers for their own use?

Is there a computer room for self-use by students?

If there is, please indicate:

- the number of places

- the opening hours: weekdays weekends
during term-time .......... ..........
during vacations .......... ..........

Does the service/department provide teaching in the use of computers?

Does the institution use interactive CD-ROM for teaching?

If so, how many programmes are available?

### 2. COMMENTS

#### Library

Comment on the adequacy of the books and journals, opening hours and the provision of reading spaces and support personnel.
**IT facilities**

Comment on the institution’s approach to self-learning, on the adequacy of the provisions, and on any limitations on the further developments in this area.

**3. SUGGESTIONS**

If you are unhappy with any situation, list any improvements you would make in order of preference.
CHAPTER 8 - ASSESSMENT

1. FACTUAL INFORMATION

Give an overview of practice assessment including, including evidence of mapping and alignment of assessment tasks to unit of study learning outcomes.

How is assessment strategy developed, implemented and reviewed?

How are clinical skills assessed to ensure every graduate has achieved the minimum level of competence required?

How does assessment support quality of student learning and achievement of objectives and demonstrate progress towards entry level competence?

How are appropriate workloads for students and staff determined?

How is prompt and constructive feedback organised so as to guide student learning?

How does it underpin decisions on student progression?

Explain the assessment moderation procedures and how fairness, validity and reliability of assessment outcomes areas ensured.

Describe the process by which grades are awarded.

How are staff, including those in external placements, trained in assessment?

How are appeals handled and resolved?

2. COMMENTS

3. SUGGESTIONS
CHAPTER 9 - ADMISSION AND ENROLMENT

1. FACTUAL INFORMATION

9.1: Student numbers

Table 9.1.1 asks for numbers of undergraduate students in the veterinary physiotherapy training institution. This means students enrolled for undergraduate training and paying the corresponding tuition fees (if applicable), except for those students who do not participate in the teaching offered.

The total number of undergraduate students (a) can be divided in several ways (see Table 9.1.1)

\[
a = b + c \\
a = d + e \\
a = f + g + h + i
\]

Some veterinary physiotherapy courses require students to successfully complete all courses presented in an academic year before they can start the subjects in the following year. In other institutions students have to complete all the subjects in the curriculum before graduating, but can do so in a more flexible way. In the latter instance, it may be difficult – perhaps impossible – to place some of the students in a specific year of the programme.

If this is so, Table 9.1.1 may be omitted

Or be an approximate figure

Or be calculated by reference to the course of year that corresponds to the largest number of subjects taken.

Table 9.1.1: Undergraduate student composition

<table>
<thead>
<tr>
<th></th>
<th>Total number of undergraduate students</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Male students</td>
</tr>
<tr>
<td>b</td>
<td>Female students</td>
</tr>
<tr>
<td>c</td>
<td>Nationals</td>
</tr>
<tr>
<td>d</td>
<td>Foreign students</td>
</tr>
<tr>
<td>e</td>
<td>- from African countries</td>
</tr>
<tr>
<td></td>
<td>- from non-African countries</td>
</tr>
</tbody>
</table>
Table 9.1.2 asks for numbers of postgraduate students in the veterinary physiotherapy training institution. Students in postgraduate training are those enrolled at the veterinary physiotherapy training institution who have already obtained their basic degree and who are following the types of courses dealt with in Chapter 12.

9.2: Student admission

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>f.</td>
<td>1st year students</td>
</tr>
<tr>
<td>g</td>
<td>2nd year students</td>
</tr>
<tr>
<td>h</td>
<td>3rd year students</td>
</tr>
<tr>
<td>i</td>
<td>4th year students</td>
</tr>
</tbody>
</table>

Table 9.2.1 asks for the numbers of undergraduate students admitted to the institution over the last ten years. Apart from the ‘standard’ intake, the institution may also be taking in students as transfers from other courses, privately funded students, etc. Indicate any supplementary intake of this kind in the last column of the table.
Table 9.2.1: Intake of veterinary physiotherapy students

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
<th>Number admitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Applying for admission</td>
<td>'Standard' intake</td>
</tr>
<tr>
<td>N (state which year this is)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N - 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N - 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N - 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N - 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9.3: Student flow

Table 9.3.1 establishes to what extent students make progress in their studies. To this end, determine students were admitted five years ago (number N-5a in Table 9.2.1) and we determine which course year they have reached five years after admission.

The number N-4 (taken from Table 9.2.1) should be equal to the sum of the following:

\[ a = b + c + d + e + f + g + h + i \]

As has already been pointed out, it may be difficult - or even impossible - to quantify certain items under this heading, e.g. if the disciplines are independently validated.
Table 9.3.1: Student flow

Of the students whose admission year was N-1 (Table 9.2.1), how many are at present (five years later) in the:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>b.</td>
<td>1st year</td>
</tr>
<tr>
<td>c.</td>
<td>2nd year</td>
</tr>
<tr>
<td>d.</td>
<td>3rd year</td>
</tr>
<tr>
<td>e.</td>
<td>4th year</td>
</tr>
<tr>
<td>g.</td>
<td>how many have graduated</td>
</tr>
<tr>
<td>h.</td>
<td>how many have dropped out or been asked to leave</td>
</tr>
<tr>
<td>i.</td>
<td>how many are not in any identifiable year</td>
</tr>
</tbody>
</table>

Table 9.3.2: Number of students graduating annually (from undergraduate training) over the past five years

<table>
<thead>
<tr>
<th></th>
<th>Year</th>
<th>Number graduating</th>
</tr>
</thead>
<tbody>
<tr>
<td>j.</td>
<td>N (state which year this is)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N - 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N - 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N - 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N - 4</td>
<td></td>
</tr>
</tbody>
</table>

Total j in Table 9.3.2 should be equal to the sum of the following:

\[ j = k + l + m \] in Table 9.3.3

In Table 9.3.3 the average duration of studies is calculated. To calculate this figure, we determine the students who graduated in the year N of Table 9.3.2 (figure j) then determine the number of years of veterinary physiotherapy training completed by each of them.
Table 9.3.3: Average duration of studies

In the case of students graduating in year N (figure j of Table 9.3.2), how many students have attended the veterinary physiotherapy training course for 4, 5, 6 years or more?

<table>
<thead>
<tr>
<th>Duration of attendance</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>k. 4 years</td>
<td></td>
</tr>
<tr>
<td>l. 5 years</td>
<td></td>
</tr>
<tr>
<td>m. 6 years</td>
<td></td>
</tr>
</tbody>
</table>

Average duration of studies of the students who graduated in year N:

Describe the requirements (in terms of completing subjects and examinations) for progressing to a subsequent year of the course.

Describe the academic circumstances under which the institution would oblige students to leave the course.

2. COMMENTS

Comment on standard of the students starting the course.

Comment on the ability of the institution to satisfactorily decide the number of students it can accept.

Comment on the factors that determine the number of students admitted.

Comment on the adequacy of the facilities and teaching programme to train the existing number of students.

Comment on the progress made by students in their studies, and the institution's ability to ensure that satisfactory progress is maintained.

Comment on the percentage of students that will eventually graduate.
3. SUGGESTIONS

<table>
<thead>
<tr>
<th>If you are not satisfied with the situation, state in order of importance any suggestions that you may have concerning this chapter if you feel unhappy about:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The number of students admitted;</td>
</tr>
<tr>
<td>- The drop-out percentage;</td>
</tr>
<tr>
<td>- The average duration of studies;</td>
</tr>
<tr>
<td>- Other aspects.</td>
</tr>
</tbody>
</table>
CHAPTER 10 - ACADEMIC AND SUPPORT STAFF

1. FACTUAL INFORMATION

Definitions:

For definitions, also see the section "Main Indicators" in Annex III.

Budgeted and non-budgeted posts: A distinction is drawn between:

- posts that are allocated to the institution and financed by the university or ministry responsible for the institution. These posts can be regarded as permanent. They are termed "budgeted posts".

- posts that depend upon finance in addition to the allocation of budgeted posts from public money. These posts can fluctuate in number. They are termed "non-budgeted posts".

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). For instance, 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: It is accepted that "teaching" staff will also do research.

Research staff: This category includes academic personnel whose main task is to do research work, even though they may from time to time participate in undergraduate teaching.

Support staff: This includes all posts, regardless of the work undertaken; secretaries, administrators, technicians, animal caretakers, cleaners, etc.

Postgraduate students: Interns, residents, doctoral (Ph.D.) students are all categorised as "students", not "staff" unless they simultaneously teach or are paid research staff.

If distinctions between different groups of staff do not fit your situation, make the best distribute your personnel as best you can under the headings available. An explanatory note may be added.
Table 10.1.1: Personnel in the institution

<table>
<thead>
<tr>
<th></th>
<th>Budgeted posts (FTE)</th>
<th>Non-budgeted posts (FTE)</th>
<th>Total (FTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Academic staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Teaching staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Research staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Others (please specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Total academic staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Support staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) responsible for the care and treatment of animals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) responsible for the preparation of practical and clinical teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g) responsible for administration, general services, maintenance, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h) engaged in research work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) others (please specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j) Total support staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Total staff (d + j)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In Table 10.1.2 ‘Departments’ refer to the component academic units of the veterinary physiotherapy training institution, which may have another name (e.g. ‘Institute’). The titles of the academic staff grades in the table may differ from country to country, and should be modified to suit your particular situation.

[NOTE: MENTION SHOULD BE MADE OF WIL SUPERVISOR CRITERIA]
Table 10.1.2: Allocation of FTE personnel to the various departments

<table>
<thead>
<tr>
<th>Name of Department</th>
<th>Academic staff</th>
<th>Support staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full</td>
<td>Other</td>
</tr>
<tr>
<td></td>
<td>Assistant</td>
<td>Teaching</td>
</tr>
<tr>
<td></td>
<td>Associate</td>
<td>Research</td>
</tr>
<tr>
<td></td>
<td>Assistant</td>
<td>general</td>
</tr>
</tbody>
</table>

In Table 10.1.3 the figures given may well differ from those given in Table 10.1, because (a) some non-budgeted staff may be engaged in teaching and (b) some research staff may be engaged in teaching.

Teaching staff: For the purpose of this Table, all teaching staff are considered as being engaged full-time in teaching.

Research staff: If research workers are involved only occasionally (less than 10 hours per year) in undergraduate teaching, they should not be included in this Table.

Research staff involved in undergraduate teaching for more than 10 hours per year should have an amount of teaching FTE assigned in proportion to the mean teaching load of the institution. For instance, if the mean teaching load of the teaching staff is 600 hours per year, and the researcher in question teaches 60 hours per year to undergraduates, he should be included in the calculation as 0.1 FTE.

As in Table 10.1.1, postgraduate students should not be included.

Persons coming from outside to give regular or specific teaching should not be included.

Teaching given by staff from the institution to students of other institutions should not be included in the calculation.
Table 10.1.3: Personnel responsible for undergraduate teaching

<table>
<thead>
<tr>
<th>A.</th>
<th>Number of budgeted and non-budgeted FTE teaching staff involved in undergraduate teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.</td>
<td>Number of research staff involved in undergraduate teaching (see explanation to this table above)</td>
</tr>
<tr>
<td>C.</td>
<td>Total number of personnel responsible for undergraduate teaching (A + B)</td>
</tr>
</tbody>
</table>

**Ratios**

*For explanation about ratios, see “Main Indicators” in Annex III. Give the figures for numerators and denominators. The ratios should then be expressed by taking the numerator as 1.*

<table>
<thead>
<tr>
<th>Ratio: FTE teaching staff/undergraduate students</th>
</tr>
</thead>
<tbody>
<tr>
<td>number of teaching staff = = 1</td>
</tr>
<tr>
<td>________________________________</td>
</tr>
<tr>
<td>number of undergraduate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ratio: teaching staff/support staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>number of FTE teaching staff = = 1</td>
</tr>
<tr>
<td>________________________________</td>
</tr>
<tr>
<td>number of FTE support staff</td>
</tr>
</tbody>
</table>

Outline how the allocation of staff to the institution is determined.

Outline how the allocation of staff to the departments (or other units) is determined.

Indicate whether there are difficulties in recruiting or retaining staff.

Describe (if appropriate) any relevant trends or changes in staff levels or the ability to fill vacancies over the past decade.

Indicate whether it is straightforward to employ additional staff from service income (e.g. from revenues of clinical or diagnostic work).
Describe the regulations governing outside work, including consultation and private practice, by staff working at the institution.

Describe the possibilities and financial provisions for the academic staff to:

a) attend scientific meetings;

b) go on a sabbatical leave.

2. COMMENTS

Comment on the numbers of personnel in the various categories.

Comment on the salary levels, especially those of academic staff in relation to the level of income in the private sector.

Comment on the ease or difficulty of recruiting and retaining personnel.

Comment on the percentage of veterinarians in the academic staff.

3. SUGGESTIONS

If the ratios for your institution do not fall into the category "satisfactory" according to the indicative table in Annex I, what can be done to improve the ratios?
CHAPTER 11 - CONTINUING AND POSTGRADUATE EDUCATION AND RESEARCH

1. FACTUAL INFORMATION

11.1: Continuing education courses held at the institution

These questions relate to courses organised in the institution’s premises. Distinction is made between two possible organisers: 1. the institution itself, or 2. outside bodies (e.g. practitioners) who use the premises. Extend tables as necessary.

Table 11.1.1: Courses organised by the institution itself in the most recent year (state year)

<table>
<thead>
<tr>
<th>Title of course</th>
<th>Number of participants</th>
<th>Total number of hours of the course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(extend table as necessary)

Table 11.1.2: Courses organised by the institution in the preceding year

<table>
<thead>
<tr>
<th>Title of course</th>
<th>Number of participants</th>
<th>Total number of hours of the course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(extend table as necessary)
Table 11.1.3: Courses organised at the institution by outside bodies in the most recent year (state year)

<table>
<thead>
<tr>
<th>Title of course</th>
<th>Number of participants</th>
<th>Total number of hours of the course</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>
<tr>
<td>(extend table as necessary)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Describe the involvement of teaching staff at the institution involved in continuing education organised by outside organisations.

11.2: Distance learning (including via internet)

If the institution is involved in providing distance learning, outline the nature and extent of this work.

11.3: Postgraduate clinical training

This covers all further training leading to registration with the South African Veterinary Council.

Provide details of postgraduate clinical training programmes provided by the institution in tabular form (Table 11.3.1).

Table 11.3.1: Postgraduate clinical training courses

<table>
<thead>
<tr>
<th>Clinical discipline</th>
<th>Number enrolled*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Duration of training</td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>
4. 
5. 

* State year

Indicate whether students involved in this training receive a grant or a salary.

Indicate any programmes that are prescribed in terms of the Veterinary physiotherapy and Para-Veterinary Professions Act.

11.4 Taught postgraduate programmes

Provide details of taught postgraduate courses (Table 11.4.1)

Table 11.4.1: Taught postgraduate courses

<table>
<thead>
<tr>
<th>Duration of training</th>
<th>Full time</th>
<th>Part time</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Diploma / Honours level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Masters level (discipline)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* State year

Do students involved in this training receive a grant or a salary?

Indicate the extent to which training towards a diploma is combined with clinical training.

Indicate the percentage of graduating students who follow such training.
### 11.5: Postgraduate research programmes

**Table 11.5.1: Postgraduate research training programmes**

<table>
<thead>
<tr>
<th>a) Masters Level</th>
<th>Number enrolled*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate discipline and/or department</td>
<td>Duration of training</td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b) PhD level</th>
<th>Number enrolled*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate discipline and/or department</td>
<td>Duration of training</td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

Indicate the percentage of PhD students holding a veterinary physiotherapy degree.

<table>
<thead>
<tr>
<th>c) Other doctoral level</th>
<th>Number enrolled*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate degree and discipline and/or department</td>
<td>Duration of training</td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

* State year
For each a), b) and c), please indicate:

i. whether the students require a grant or salary

ii. The proportion of graduates who enter such a programme.

11.6: Research

Table 11.6.1: Summary of research programmes in the veterinary physiotherapy institution in past 3 years

<table>
<thead>
<tr>
<th>Year</th>
<th>Total number of academic staff</th>
<th># academic staff involved in research who are also involved in teaching vet degree</th>
<th>Total research FTE</th>
<th>Externally funded research grants</th>
<th>Number of original peer-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 11.6.2: Summary of veterinary physiotherapy students’ involvement in research projects

<table>
<thead>
<tr>
<th>Year</th>
<th># veterinary physiotherapy students undertaking a research project (indicate year of study)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year N</td>
<td># Year 3 students # Year 4 students #Year 5 students</td>
</tr>
<tr>
<td>Year N -1</td>
<td></td>
</tr>
<tr>
<td>Year N -2</td>
<td></td>
</tr>
</tbody>
</table>

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

Describe the post graduate and research programme with evidence of breadth and quality, integration with research driven teaching that strengthens the programme, any student obligatory research project participation and any elective research opportunities

Give details of availability of post graduate training and staff appropriately qualified to
supervise research.

Indicate involvement of undergraduate students in research with reference to percentage of students participating, time allocated and outcome required.

2. COMMENTS

Comment on degree of participation of veterinarians in the institution’s continuing education programmes.

Comment on the percentage of veterinarians participating in postgraduate research training programmes.

3. SUGGESTIONS

Do students need to be given more opportunity to participate in research activities?

If so, how will this be done?
CHAPTER 12 – OUTCOMES ASSESSMENT

Outcomes assessment is difficult and interpretation of feedback from surveys prone to variance and subjectivity compared to numerically measured results. Many different measures will give better indications of trends, either to regression or improvement, over time.

The following factual information is required. It should include, for each category, trends over a five-year period.

Evidence may be provided from outcomes assessment results such as graduate destination surveys and surveys of employers to demonstrate that graduates have acquired the day-one skills.

1. FACTUAL INFORMATION

Information should include, for each category, trends since the start of the category. For each category describe how the findings are used to improve the programme to ensure that the institution’s graduates are prepared for successful career paths. The following factual information should be included:

<table>
<thead>
<tr>
<th>Student outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment rates of graduates within 1 year of graduation</td>
</tr>
<tr>
<td>Demonstration of Day 1 competencies</td>
</tr>
<tr>
<td>Assessments of final years’ students (e.g. student surveys of their experiences, external assessments)</td>
</tr>
<tr>
<td>Assessment of employer satisfaction with graduates</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institutional outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>How is progress in meeting the institution’s mission evaluated?</td>
</tr>
<tr>
<td>Provide indicators of the quality of education (e.g. staff awards, staff satisfaction with teaching resources, student satisfaction (all years), teaching improvement benchmarks)</td>
</tr>
<tr>
<td>Surveys of outside opinion on achievement of objectives (e.g. former students, employers {private, state, corporate}, stakeholders {e.g. Animal Welfare, Jockey Club, Professional Associations})</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the range of professional competencies that students must achieve by graduation. Summarise evidence that the institute gathers to demonstrate that</td>
</tr>
</tbody>
</table>
students achieve these outcomes.

Other

Does the institution use any other effective evaluations to measure effectiveness of outcomes? If so, describe them and how they are used.

2. COMMENTS

3. SUGGESTIONS
ANNEX III: GUIDE TO THE INTERPRETATION OF MINIMUM STANDARDS

In order to ensure transparency and to have homogeneous criteria for the evaluation of a veterinary physiotherapy training institution, the evaluation system will use:

- Statement of minimum standards and their interpretation, describing how institutions should operate to achieve acceptably high levels of training;
- Indicators for determining deficiencies and classifying standards as satisfactory, unsatisfactory or unacceptable.

GUIDELINE FOR STANDARDS

1 - ORGANISATION AND OBJECTIVES

The objectives of veterinary physiotherapy training institutions are as follows:

1.1: To provide adequate veterinary physiotherapy training, research, postgraduate and specialist training and continuing education in ways that strengthen the degree programme and graduate veterinary physiotherapists who have:

- a comprehensive understanding of factors that maintain health and production,
- adequate knowledge of all known causes of disease conditions that have an impact on animal survival, welfare or production,
- integrated knowledge, technical and problem solving skills to examine, treat or prevent disease conditions in animals under the diverse conditions within the country,
- a clear understanding of their role in preventing the spread of zoonotic diseases or residues in food products of animal origin to humans or other animals,
- the ability to lead and communicate effectively with animal owners in order to maintain and improve animal health care and production.

  [ADD: PAHC and One Health]

1.2: To provide support services to the veterinary physiotherapy profession and the community.

1.3: To continuously adapt veterinary physiotherapy training to produce veterinary physiotherapy graduates capable of serving all animal owners within the diverse areas of the country with special focus on areas which have a deficiency in the availability of adequate veterinary physiotherapy services.

1.4: Veterinary physiotherapy training must take place within formally recognised institutions of higher education, and should be undertaken in a dedicated free-standing unit, designed for that purpose. If it is undertaken by one or more departments of a parent institution, some of which also have other teaching commitments, the veterinary physiotherapy curriculum must be properly integrated, with effective central veterinary physiotherapy control to
ensure co-ordinated delivery of the teaching programme. Such a programme must be afforded the same recognition, status and autonomy as other degree programmes in the institution and/or the state.

1.5: The organisational structure should make possible an objective evaluation of the quality of the training provided and the skills of the graduates.

1.6: The organisational structure should allow input from members of the profession and from the public.

1.7: There should be organisational structures that enable objective evaluation of the alignment of the Institution objectives with national objectives and needs.

2 - FINANCE

2.1: Universities and national ministries must recognise that veterinary physiotherapy education is more expensive than training in other science-based disciplines, since it includes clinical instruction and public services (e.g. patient care). It also requires a higher level of funding than other professional training programmes, such as medicine and dentistry, which are often subsidised by National Health Service operations, state hospitals and other programmes. Core funding from central sources must reflect this fact.

2.2: Sufficient funds should be available to support the recommended teaching staff/student and teaching staff/support staff ratios and manage the institution effectively.

2.3: Sufficient funds of publics and/or other origin should be made available to sustain a strong research programme and clinical and research-based postgraduate student training.

2.4: Sufficient funds should be available for salaries competitive enough to attract and retain sufficiently highly qualified staff to sustain standards.

2.5: Adequate funds must be available for teaching purposes, learning resources and equipment, as well as necessary updating and renewal.

2.6: Sufficient funds must be available to ensure the routine cleaning and maintenance of buildings.

2.7: Forward planning for available capital for major renovations and for new buildings to cater for expansion or new scientific developments must be demonstrated.

2.8: Adequate funds should be provided to subsidise the clinical work in veterinary physiotherapy hospitals, particularly for livestock, bearing in mind that teaching requirements take priority over profit generating income.
3 - CURRICULUM

A. GENERAL

3.A.1: A central structure should be in place for ongoing review and revision of the curriculum in response to change in knowledge, technology and teaching methodology. Expanding veterinary physiotherapy knowledge makes it desirable to combine the acquisition of basic knowledge [core component] in all fields of veterinary physiotherapy science with more advanced training in one given field [elective component]. Veterinary physiotherapists will then have more confidence and autonomy in their selected career paths. Up to 20 per cent of the total training time should be devoted to elective components.

3.A.2: Veterinary physiotherapy training must comprise at least four years’ full-time theoretical and practical study.

3.A.3: Acquisition of skills in written and oral communication must be a major goal at all stages of the curriculum.

3.A.4: The curriculum must be designed in such a way as to allow each student to acquire:

- adequate general knowledge and technical expertise in biomedical sciences;
- basic knowledge in the broad field of veterinary physiotherapy science;
- greater knowledge and technical skills in a chosen field of veterinary physiotherapy science.

[ADD: PAHC and One Health]

3.A.5: The training in biomedical sciences must enable each student to:

- acquire basic knowledge of the life sciences;
- learn to search for, select and use information to solve problems (the acquisition of problem-solving skills is a major course objective);
- gain, analyse and use this knowledge in accordance with the principles of scientific research;
- demonstrate sufficient scientific curiosity.

3.A.6: The aims of the curriculum, and the learning objectives, must be clearly explained to both staff and students.

3.A.7: These aims must reflect the needs of the profession and of society, and mechanisms must be introduced to ensure this.

3.A.8: The instruction provided should include basic training in all the subjects noted below, covering the major domestic species.
3.A.9: Practical training requires the active participation of students under appropriate staff supervision (ratio of one lecturer to a maximum of five students in the clinical sciences, one lecturer to a maximum of eight students in other modules).

3.A.10: The breakdown of the theoretical and practical courses between the various groups of subjects must be balanced and co-ordinated so that the students may acquire the knowledge, skills and experience mentioned in these guidelines and be able to perform their various duties adequately.

3.A.11: Work Integrated Learning (WIL) may form part of a full-time veterinary physiotherapy course so long as it is directly supervised by the institution concerned and does not exceed six months of the total five-year training period.

3.A.12: The veterinary physiotherapy curriculum must include at least the subjects listed below. Instruction in one or more of these subjects may be given as part of, or in association with, other disciplines, or prior to entry to the veterinary physiotherapy course. It is to be noted that the basic subjects may be dealt with in greater detail in the later sections.

**B. BASIC MODULES**

**III.B.1**: Instruction in basic subjects should build on a solid background in chemical, physical and biological sciences, with the objective of preparing students for the subjects to be taught later.

**III.B.2**: The teaching must provide students with an understanding of the fundamental biological principles and mechanisms underlying animal health and disease, from the molecular and cellular level to the level of the organs, the whole animal and animal populations. This includes an understanding of the biological basis of normal function, the mechanisms governing homeostasis, the physiopathology of organ systems and the biological mechanisms by which disordered states are returned to normal.

**III.B.3**: The teaching must emphasise the relationship between morphological, chemical, physical and functional expressions of the manifestations of health and disease.

**III.B.4**: It must also cover the biology of the agents that cause and transmit diseases from animal to animal and from animal to man, the transmission mechanisms and the mechanisms by which animals defend themselves against infectious agents.

The basic modules must include:

<table>
<thead>
<tr>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Basic veterinary modules</strong></td>
</tr>
<tr>
<td>Anatomy</td>
</tr>
<tr>
<td>Physiology</td>
</tr>
</tbody>
</table>
### General Sciences
- Animal Conformation
- Animal Nutrition
- Animal Pharmacology
- Animal Dentistry
- Animal Imaging
- Farriery
- Animal Exercise Physiology
- Animal Pathophysiology, pathology and surgery

### B. Applied & Clinical Therapy modules

### C. Therapy Science modules
- Biomechanics, Movement Analysis, Motor Control.
- Rehabilitation Exercises, Communication.

### D. Research modules
- Literature Review
- Research Project

### 4 – TEACHING: QUALITY AND EVALUATION

#### A. BASIC MODULES

4.A.1: The acquisition of problem-solving skills is a major course objective. To this end, the instruction must cover the methods of acquiring, documenting and analysing scientific and technical data.
4.A.2: The aim of practical training in the basic modules is not to convert veterinary physiotherapy students into highly skilled laboratory workers. Practical training must familiarise students with subjects studied in theoretical courses, integrate knowledge with problem-solving skills, give some insight into how scientific knowledge is acquired and show that abstract theoretical concepts can be illustrated by experiments.

4.A.3: Practical work integrated learning (WIL) in off campus institutions and practices is of great value in animal production, clinical and food hygiene training. It should supplement, not replace, institutional instruction. Quality control to maintain high standards must be convincing.

B. CLINICAL MODULES

4.B.1: Clinical courses must ensure that students become familiar with the methods of handling and examining animals prior to the start of clinical training.

4.B.2: Clinical instruction must take place in groups that are small enough to ensure active participation.

4.B.3: Students' problem-solving and clinical skills should be developed through their full involvement in case management under supervision. The mere observation of others practising is not acceptable. The supervisor must sign a procedure register when satisfied with a student’s competence.

4.B.4: Those responsible for theoretical clinical training must also be involved in practical work and training in clinics.

4.B.5: In order to stimulate student interest in research their exposure to and interaction with appropriate research workers should be arranged.

C. THE TEACHING AND LEARNING ENVIRONMENT

4.C.1: The academic environment must be conducive to learning and basic and specialist facilities must be adequate.

4.C.2: Adequate buildings and facilities for the teaching programme and practical work must be provided in clean, safe and well-maintained order.

4.C.3: Staff development facilities should be available, particularly in relation to teaching skills.

4.C.4: A clearly understood system of reward for teaching excellence (e.g. accelerated promotion) should be established.

D. MONITORING AND EVALUATION

Of students
4.D.1: Student performance, particularly in the clinical, animal production and food hygiene modules, must be evaluated regularly by various methods by both internal and external examiners.

4.D.2: Written, project and practical work and problem-solving must all be evaluated.

4.D.3: Evaluation methods must be known and understood.

Of lecturers and instruction

4.D.4: A system must be available to allow students to evaluate lecturers and teaching.

4.D.5: Students should be able to participate in the design and monitoring of programmes and the curriculum in general.

E. STUDENT WELFARE

4.E.1: Adequate provision must be made for student accommodation and recreation facilities.

4.E.2: A routine and special guidance programme for students, especially those suffering stress, social problems or difficulties with studies should be readily available.

4.E.3: The guidance programme should also cover career development and job selection.

5 - FACILITIES AND EQUIPMENT

5.1: The site, buildings and its equipment should be conducive to teaching and to the acquisition of knowledge.

5.2: Access to the site by public transport should be good, as should vehicular access for the general public bringing animals for treatment. Buildings and equipment should be adequate for the activities conducted within them in terms of space, heating, lighting, ventilation and cleanliness. In particular, the buildings used for basic training must be adequate for the number of students enrolled, without the need for excessive repetition of classes.

5.3: Health and safety standards must be conscientiously observed, as should the requirements of good laboratory practice.

5.4: The institution should have a clear strategy and programme for maintaining and upgrading its buildings and equipment.

5.7: The clinical and hospital buildings must be up-to-date, clean and well-maintained, and should be at least as adequate as those available in the private sector in the individual states.
5.8: The Veterinary Physiotherapy equipment provided must promote state-of-the-art practice of veterinary physiotherapy intervention.

6 - ANIMALS AND TEACHING MATERIAL OF ANIMAL ORIGIN

6.1: The farms should contain the major animal species relevant to veterinary physiotherapy practice in the country or state. Farm facilities and equipment should be up-to-date, and at least as good as that available in the private sector of the countries concerned.

6.2: Adequate clinical material including all of the major species relevant to veterinary physiotherapy practice in the country or state concerned must be made available to the students. Such practical, hands-on clinical experience should account for at least 20 per cent of the entire curriculum.

6.3: Clinical material should be varied, providing experience in routine and more complex operations.

6.4: Clinical services must have access to appropriate diagnostic support services.

6.5: An adequate data retrieval system must be available for students’ case studies.

6.6: The institution must ensure that the students are exposed to an adequate supply of teaching material.

7 - LIBRARY AND LEARNING RESOURCES

7.1: The library and related services assist in meeting the institution's objectives and lend support to basic training, research and postgraduate studies.

7.2: To this end, the library must offer a comprehensive and up-to-date range of books and journals. Its opening hours, regulations and loan arrangements must facilitate self-learning by undergraduate students. Adequate places for private study in the library or elsewhere nearby must be provided. The library must be professionally managed, have good working relationships with other relevant libraries, and provide modern on-line communication facilities for use by staff, students and researchers. In institutions where departmental libraries are available, the main library should have documentation on the material held in the other libraries.

7.3: The institution must provide modern audio-visual and information technology facilities.

8 - ASSESSMENT

8.1: A structure that identifies lines of responsibility, determines, reviews and manages quality of assessment outcomes must be in place. Learning outcomes must drive assessment design and validate decisions on progression.
8.2: Assessment load must be managed to achieve fair workloads for students and staff.

8.3: Constructive and prompt feedback of assessment must guide student learning.

8.4: All assessment must guide progressive development towards entry level competence.

8.5: In clinical disciplines direct assessment of skills is necessary for validity.

8.6: Assessment tasks must align and coordinate with module learning objectives.

8.7: Procedures must be in place to ensure validity, fairness and reliability within and between units of study across the program (e.g. moderation, peer review, supervision).

8.8: Clear assessment tasks, grading criteria and requirements to pass must be available to students for each unit of study at the start of the study module.

8.9: Grades awarded must reflect performance standards accurately.

8.10: A clear, fair, comprehensive appeal mechanism must resolve appeals against assessment outcomes.

9 - ADMISSION AND ENROLMENT

9.1: The veterinary physiotherapy course is a rigorous one, and students admitted must have proven capabilities.

9.2: A good science background is necessary, including high standards in chemical, physical and biological sciences.

9.3: Selection should be competitive, based upon academic achievements and other criteria designed to demonstrate candidates' aptitude and motivation for veterinary physiotherapy medicine.

9.4: As veterinary physiotherapy education is expensive, the total numbers of students admitted to institutions in a country should reflect the output required in the state. Admissions should not only be based on current and foreseeable needs in the traditional areas of livestock, pet care and food hygiene, but also take into account less traditional career paths.

9.5: Admissions must also be compatible with facilities and staff numbers, bearing in mind the need for low student/staff ratios, particularly in the clinical side of the course, and the amount of clinical and pathological material available.

9.6: Admissions should reflect efforts to correct racial imbalances of the past.
10 - ACADEMIC AND SUPPORT STAFF

10.1: The competence of the academic staff should enable coverage of all the subject areas of the curriculum, except where alternative arrangements are made for outside lecturers.

10.2: Part-time staff, residents and graduate students may lend support to full-time academic staff if they are appropriately integrated into the instructional programme.

10.3: Academic posts must offer the security and benefits necessary to maintain staff stability, continuity and competence.

10.4: Appropriate lecturer supervision requires adequate teaching staff/student and teaching staff/support staff ratios.

10.5: Overall, the academic staff should devote at least 50 per cent of their time to research and other non-teaching-related academic activities.

10.6: There should be an adequate number of suitably qualified support staff to enable the academic staff to concentrate on their major roles.

11 - CONTINUING AND POSTGRADUATE EDUCATION AND RESEARCH

11.1: The institution should co-operate with other professional organisations and competent authorities in the design, implementation and quality control of continuing education programmes.

11.2: It should strive to provide well-designed, needs-based continuing education programmes in specific areas of practical veterinary physiotherapy medicine.

11.3: Training programmes leading to postgraduate qualifications in the clinical and paraclinical fields should be offered.

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.

11.5: The number of postgraduate places should reflect need and demand.

11.6: The institution must offer postgraduate training programmes in research.

11.7: The programmes must be well-designed and must cover theoretical as well as practical training (including research projects), leading to a certificate/degree within a period of two to four years.

11.8: The institution should provide an adequate number of places for research students.
11.9: Undergraduate students must gain exposure to research by undertaking a suitable project that exercises research methodology and writing professional report on it.

11.10: The institution should offer an adequate number of international-level programmes in biomedical and veterinary physiotherapy research.

11.11: A balance between basic, applied and clinical research must be provided.

11.12: The institution should assign an appropriate number of academic and technical posts to research.

11.13: The institution should allocate adequate facilities, equipment and operating funds to research.

12 – OUTCOMES ASSESSMENT

12.1: Protocols for acquiring data must be demonstrably relevant, verifiable and credible with both internal and external evaluations.

12.2: Protocols must be satisfactorily implemented, executed and monitored.

12.3: Protocols must be sufficiently broad to assess the satisfaction of relevant interested and affected parties (e.g. staff, students, the research institution, state veterinary physiotherapy services and public health, pharmaceutical industry and veterinarians in clinical practice).

12.4: Records of direct observations of student competencies must be kept to ensure each student achieves the desired skills and level of competence expected of a new graduate. Such student logs that monitor competence and experience must be adequately secured against falsification.

12.5: Evidence that the data is used on a regular basis to assess the achievement of objectives and the realisation of the institution’s mission must be presented. The data must be shown to drive ongoing necessary change and improvement.

12.6: Comparisons of data over a period of five years must be available and shown to demonstrate improvement and progress.

MAIN INDICATORS

It is recommended that the data required to establish the main indicators be provided in strict compliance with the proposed definitions.

These indicators must be valid for one academic year.

Teaching hours must be the number of teaching hours per student.
A. TEACHING STAFF

Veterinary physiotherapy institutions should have a number of budgeted teaching posts for undergraduate training:

- The posts may be filled on a full-time or part-time basis. The number of teaching staff is expressed in terms of full-time equivalents (FTEs) (e.g., 10 persons employed full-time, two half-time, and one at 80% time = 11.8 FTEs).
- Researchers working at the institution but involved only occasionally in undergraduate training (less than 10 hours annually) are not to be included in the above number. Researchers with greater involvement in basic training (> 10 hours annually) should be included in the calculation of FTEs such that the calculation is made on the basis of the proportion of time which they spend teaching compared with the time an average full-time lecturer devotes to teaching, e.g., if the average teaching load is 600 hours per year per lecturer and a researcher teaches undergraduates for 60 hours per year, this is counted as 0.1 FTE).
- Interns, residents and students working towards a postgraduate doctoral degree should not be included in this number. Interns are veterinarians pursuing general clinical studies for 1 to 2 years. Residents are veterinarians who have completed their internship or its equivalent and are undergoing specialist clinical training (leading to a higher qualification) for 2 to 3 years. Postgraduate doctoral degree students are those pursuing a PhD or similar degree after completing their basic training.
- Outside lecturers who teach at the institution on a regular or ad hoc basis are not included in this number.
- The provision of instruction to students belonging to other institutions must not be included in this calculation.

B. STUDENTS

The total number of registered students includes all those who have paid the enrolment fee (where appropriate), except those who do not attend lectures.

C. SUPPORT STAFF

Included here is the number of budgeted support staff posts paid for by the institution:

- The posts may be filled on a full-time or part-time basis. As in the case of the teaching staff, the given number should be expressed in terms of FTEs (see A. TEACHING STAFF).
- The posts should be counted whether the work involves secretarial, administrative or technical staff, workmen, service personnel, animal carers, etc.

D. THEORETICAL TRAINING

This covers the total number of hours of lectures delivered to all the students in a given year (or, in exceptional circumstances, delivered twice to two halves of the
year, in which case both lectures are counted as 1 hour per student). The figure provided should relate to the total number of lectures delivered for the training of one student.

E. PRACTICAL AND CLINICAL TRAINING

- Only teaching under the responsibility or in the presence of lecturers should be taken into account for the calculation (Work Integrated Learning (WIL) placements should not be included).
- Only training taking place in small groups should be considered as practical or clinical training.
- The figures provided should correspond to the total number of hours of practical and clinical training provided for the undergraduate training of one student.
- Practical and clinical training ($e$) is divided into three groups based on the work in which the students are involved:

  e1. The total number of teaching hours to small groups (supervised work). This includes work on documents and ideas without the handling of objects or products (e.g. essay work, case studies).

  e2. The total number of hours of non-clinical practical work (practical work). This includes work on normal animals, on objects, products, carcasses etc (e.g. animal husbandry, practical bacteriology and biochemistry, meat inspection, etc).

  e3. The total number of hours of clinical training (clinical work).

$e$ is the total of $e1 + e2 + e3$.

F. LIVESTOCK

The total number of livestock (cattle, sheep, goats, pigs and horses) treated by the institution's clinics.

G. PETS

The total number of pets (excluding horses) treated by the institution's clinics.

H. STUDENTS GRADUATING

The number of students who received their degree at the end of undergraduate veterinary physiotherapy studies during the previous year.

The table below covers:

- The activities, services or facilities to be assessed;
- The indicators (ratios) or answers (yes, no) used in the evaluation;
The ratio numerators and denominators;
- The values of each indicator (ratios and qualitative indicators) demonstrating whether the situation is satisfactory, unsatisfactory or unacceptable.

As already mentioned at the beginning of this Annex, the main indicators must not be interpreted in a strictly mathematical and isolated sense, but in the light of all other indicators and data.
## MAIN INDICATORS TO BE USED IN THE EVALUATION OF VETERINARY PHYSIOTHERAPY TRAINING INSTITUTIONS

<table>
<thead>
<tr>
<th>ACTIVITY, SERVICE OR FACILITY TO BE EVALUATED</th>
<th>Indicator</th>
<th>RATIO NUMERATOR AND DENOMINATOR</th>
<th>SATISFACTORY</th>
<th>UNSATISFACTORY</th>
<th>UNACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching staff</strong></td>
<td>Lecturer/student ratio</td>
<td>Lecturers: (a) Students: (b)</td>
<td>R = ( \frac{a}{b} \leq 7,5 )</td>
<td>R = ( \frac{1}{7,5 &lt; x \leq 15} )</td>
<td>R = ( \frac{1}{x &gt; 15} )</td>
</tr>
<tr>
<td><strong>Support staff</strong></td>
<td>Lecturer/support staff ratio</td>
<td>Lecturers (a) Support staff: (c)</td>
<td>R = ( \frac{a}{c} \geq 1 )</td>
<td>R = ( \frac{1}{0,5 &lt; x \leq 1} )</td>
<td>R = ( \frac{1}{x &lt; 0,5} )</td>
</tr>
<tr>
<td><strong>Theoretical, practical and clinical training</strong></td>
<td>Ratio of theoretical training/practical and clinical training: RE</td>
<td>Ratio of clinical training/theoretical and practical training: RC</td>
<td>RE = ( \frac{d}{e} \geq 1 )</td>
<td>RC = ( \frac{1}{d+e1+e2} \leq )</td>
<td></td>
</tr>
<tr>
<td><strong>Animals available to the clinic</strong></td>
<td>Students graduating: (i) Animals: (f) (g)</td>
<td>Students graduating: (i)</td>
<td>R = ( \frac{1}{f} &gt; 20 )</td>
<td>R = ( \frac{1}{20 &gt; x &gt; 5} )</td>
<td>R = ( \frac{1}{x &lt; 5} )</td>
</tr>
<tr>
<td><strong>Infrastructures and related activities</strong></td>
<td>Hospitalisation of large animals</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Hospitalisation of small animals</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Isolation of infected animals</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Institution owns or has access to a farm</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Institution owns or has access to a slaughterhouse</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Emergency service</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

### Notes
- For the ratio of teaching staff, the numerator represents the number of lecturers and the denominator represents the number of students.
- For the support staff ratio, the numerator represents the number of lecturers and the denominator represents the number of support staff.
- The theoretical training/practical and clinical training ratio (RE) is calculated as \( \frac{d}{e} \geq 1 \), and the clinical training/theoretical and practical training ratio (RC) as \( \frac{1}{d+e1+e2} \leq \).
- The student/animal ratio is calculated separately for livestock and pets, with different thresholds for different ranges of attainable values.
ANNEX IV: GUIDE TO THE INSTITUTION FOR THE ORGANISATION OF THE VISIT

This document gives information relating to the preparation and execution of the visit by the visitation team, for the attention of the administrative officers of the veterinary physiotherapy training institution to be visited. The institution must recognise the importance of the visit in terms of the statutes of the country and also the potential benefits to the Institution, which could arise from the visit.

I – DATE AND DURATION OF THE VISIT

The University and Institution must provide assistance to the Council and the visitation team in arranging dates and the programme for the visitation. The date of the visit must be fixed at least one year in advance. The date is agreed between the head of the institution and the Programme Co-ordinator. The visit must take place in a period of normal academic activity. It should not clash with an important event which might seriously impede the preparations for the visit, e.g. the election of a new dean/director.

In accepting the visit, the institution undertakes to compile a full Self-Evaluation Report (SER) as required in terms of this document, submitting it to the Programme Co-ordinator at least three (3) months prior to the visitation.

The normal plan of the visit is as follows:

- The team will arrive on a Monday at the Institution/Institution for introductions, orientation and a visit to the premises.
- The actual visit to the institution takes place on Tuesday through Friday.
- The exit interview of the team with the head of the institution and his/her senior colleagues takes place on Friday afternoon.
- If necessary, the team uses Saturday to complete the draft report.

II – INFORMATION FOR THE INSTITUTION TO BE VISITED

When the date of the visit is fixed, the head of the institution should inform all the people in the institution (academic staff, support staff, students) of the aims and principles of the visit. The visit serves to verify and to supplement the information provided in the Self-Evaluation Report.

The visit and its aims should also be announced to certain groups and persons outside the institution, such as the principal of the parent institution, the alumni association/s, the competent authority and national professional associations. The distribution of this information should ensure the support of and active cooperation from and availability of all parties, during the preparation of the Self-Evaluation Report and of the visit.
Such information could include:

- a document outlining the aims and principles of the visit, and outlining the procedures and protocol of the visit, as well as the follow-up procedures.

- a document explaining the procedures for preparing (parts of) the Self-Evaluation Report to assist all persons concerned.

Such an information note (vide infra V) will save time for the visitation team, and will save any explanations about the reasons for the visit and about the follow-up.

III – PREPARATION AND ORGANISATION OF THE VISIT

III.1. General points

The visit is intended to verify and supplement the information contained in the Self-Evaluation Report. The actual visit to the institution lasts four days within the framework indicated above. The programme is established according to needs and circumstances by the head of the institution, subject to agreement by the leader of the visitation team and by the Programme Co-ordinator. The programme should be finalised not less than three (3) months before the start of the visit.

The programme of the visit should include, apart from the visit of the premises, meetings of the visitation team with the following (groups of) persons:

- the head of the institution and the heads of departments/administration at the start of the visit.
  
  **Purpose:** to give the visitors general information regarding the visit and to provide an opportunity for them to express any wishes for general information, to ask questions on the Self-Evaluation Report and to ask for changes or supplements to the programme of the visit.

- independently, the heads of the various departments.

- representatives of the teaching staff (predominantly younger staff members).

- representatives of the support staff.

- representatives of the students (first day meeting with official student representatives to obtain the comments of the students).

- the librarians.

- the head of the research committee.

- the head of computerised instruction.

- representatives of postgraduate students, interns and residents.

- the (head of the) continuing education group.

- representatives of the alumni.

- former students who left the institution less than five years ago to compare their training received in the institution with the needs encountered in practice.

- veterinarians involved regularly in the teaching at the institution.

- local practitioners who regularly refer their clients to the clinics of the institution.

- representatives of the regulatory veterinary physiotherapy authorities.

- representatives of the students (second meeting at the end of the visit: two
students of each year of the course to review the visit and to clarify any residual
questions).

the head of the institution and his/her senior colleagues to conclude the visit.

Purpose: the leader of the visitation team orally presents the preliminary main
observations, comments and conclusions of the team. These main conclusions
presented at this final meeting should not be altered in the subsequent processing
of the visit report. The draft report of the team leader is not open for discussion
during this final meeting. Representatives of the institution are invited, however, to
present proposals to improve the evaluation system.

the principal or rector of the university, or his/her representative.

any additional ad hoc meetings as required.

The team will need office space for secretarial services and facilities for meetings.
The details of these will be arranged between the liaison officer of the institution and
the Programme Co-ordinator. The University and Institution must provide full access
to all facilities and equipment and to all aspects of all teaching, research and service
programmes as requested by visitors.

The team will have to meet privately every day, also in the evening, in order to
review the information obtained during the day, to prepare for the following day, and
to work on their visit report. Long working days may be expected. The programme of
the visit should take this into account. Whilst the team is always grateful for
hospitality offered, the programme must not be overloaded with social functions,
dinners, etc. Meals organised for the group of visitors should be regarded as working
meetings, providing an opportunity for useful informal contacts and for obtaining
further information.

The timing of the programme should bear in mind that there is never enough time for
such a visit. The accommodation of the visitors should therefore not be far from the
institution.

The visitation team should be allowed sufficient time between the end of the visit
programme and the final meeting with the head of the institution and his/her senior
colleagues to prepare the draft oral report.

If the team, during the visit, requires more information, this request is directed to the
head of the institution, who ensures a timely response.

Easily legible identification badges should be worn by all persons met during the visit
and by the visitation team members themselves.

III.2. Meetings

It is of critical importance that all persons participating in meetings with the visitation
team should have read the Self-Evaluation Report with emphasis on their area of
responsibility.

The number of people attending each meeting should be sufficient for varied
contributions to be made, but if too many attend then often time limits are exceeded
(maximum around ten).
The leader of the visitation team leads the discussions in meetings. The head of the institution is not normally required to attend the meetings, except where his/her presence is specifically requested. The members of the visitation team may wish to meet a given group of representatives more than once.

III.3. "Open hour"

In the visitation programme one hour should be set aside for an open meeting, where anyone wishing to discuss a matter privately with the visiting group of experts can do so. This "open hour" should be widely announced within the institution, so that everyone at the institution should be aware of this opportunity.

III.4. Visit to the premises

It is important that the three parties concerned (liaison officer, visiting experts and the people who are met) should be well aware of the objective of the visit to the various facilities. These visits are made to see the premises and the equipment and not to enter into the detail of either the teaching or the research of each service.

All staff and students should be informed in advance that the team will be visiting but does not have the time to greet everybody personally. Staff members sometimes are disappointed if they have drastically modified their normal programme to make themselves available, and then do not meet the team. They should be informed in advance that the team lacks time, not politeness.

The heads of the various departments and services visited should have been notified of the expected hour of the arrival of the visitors. They should be present to receive the visitors. They should be aware that there is no time for long oral introductions or audiovisual presentations. If required, information can be given while walking along.

Sufficient time should be allowed to see all the facilities. Where possible, the whole group of experts should visit all the facilities. If necessary, and subject to agreement between the head of the institution and the team leader of the visitors, the group may be divided into sub-groups or individuals according to need for specific expertise.

It will be necessary to provide the visitors with a plan of the institution. The order of the visit, including information about which parts of buildings will be visited, should be indicated in advance.

III.5. Format of the SER to be prepared by the Institution

III.5.1. An introduction by the Dean/Institution Executive including:

- vision and mission statements
- an overview of the activities and accomplishments of the Institution
- a review of the current strengths and weaknesses of the Institution and recommendations for improvements
future initiatives under consideration

The Institution Handbook should be appended to this section of the report.

III.5.2. A review by the Dean/Institution Executive/Advisory Team of the
organisation and financing of the Institution, including:

management structures

administrative and other support structures

departmental structures

annual income and expenditure statement (sources of income should be specified)

III.5.3. A full review by the Dean, Heads of Departments/Advisory Team of all
the academic, technical, nursing, administrative and service posts and
appointees, per department or section, including:

post name and level

appointees name, qualifications, rank/post level and date of appointment

vacancies

service conditions

salary scales and benefits for academic and non-academic staff

III.5.4. A review by the Dean/Advisory Team of the admissions policy and
procedures and student numbers and support including:

the admissions policy and procedures document of the Institution

the number of applicants and the number of admissions for the current year

the number of male and female students of each population group in each year of
the veterinary physiotherapy programme

the number of graduates for each of the preceding five years

details of counselling, tutor, mentor, financial and other support programmes for
students

III.5.5. A detailed analysis by the Dean of academic staff: student ratios for the
pre-and paraclinical departments, the clinical departments and overall for the
whole Institution.

III.5.6. Copies, furnished by the Dean, of the complete veterinary physiotherapy
undergraduate curriculum, the lecture time-table, the programme of training during the experiential year and the student evaluation policies of the Institution.

III.5.7. Comment by the Dean/Curriculum Review Committee Chairperson regarding the structure, functions and procedures of the Curriculum Committee of the Institution.

III.5.8. Departmental reports prepared by the Heads of Departments to include:

- outlines of departmental structures and management
- copies of departmental vision and mission statements, aims and action plans
- post descriptions for all staff members
- annual assignment sheets for academic staff including hours spent per activity per annum (research, teaching etc)
- staff evaluation reports
- attendance by staff of staff development programmes
- minutes of departmental meetings for the past three months
- summary of facilities and equipment with specific comments on additional needs
- programme outlines/study guides for each veterinary physiotherapy undergraduate programme presented indicating also the relative weighting of theoretical and practical training per programme
- brief comments on the style of teaching and learning favoured by the department
- comments on the availability of teaching materials (study guides, programme notes, audiovisual aids, specimens, clinical cases, etc)
- evaluation techniques as applied by the department with samples of examination papers where available
- details of departmental research themes and projects as well as a departmental publications list for the past three years
- details of departmental service commitments

III.5.9. Reports by the Heads of the Hospital, satellite stations/clinics and Community outreach programmes indicating numbers of cases seen per species during the preceding year, details of hospital admissions, outpatient and ambulatory cases, farm visits and referred versus direct access cases. Comments on hospital and clinic facilities, equipment, staffing and statements of income and expenditure may also be submitted.
III.5.10. Reports by the Chief Librarian, Computer Network Manager and Heads of the Computer Aided Instruction and Testing Unit and the Audiovisual Production Unit regarding budgets, personnel, equipment, facilities, operating hours and holdings.
ANNEX V: GUIDELINES FOR THE VISITATION TEAM MEMBERS AND TEAM LEADER

This document gives, in chronological order, for the attention of the visitation team members and team leader, information relating to the preparation and execution of the visit to the veterinary physiotherapy training institution and to the preparation of their report. It also outlines the responsibilities of the team leader.

I – STUDY OF THE SELF-EVALUATION REPORT

Each visitation team member should receive the Self-Evaluation Report (SER) at least three (3) months before the date of the visit. It is essential that the visitation team members should have adequate time to study the SER and to prepare a preliminary report. Therefore, if the SER is not received in time, the team should seriously consider cancelling the visit.

The visitation team members should be aware that the SER remains confidential at all stages of their work.

Each visitation team member studies the SER in order to familiarise him/herself with the various aspects of the veterinary physiotherapy teaching institution which is to be visited. In addition, the team leader of the visitation team assigns to each visitation team member more detailed study of specific chapters of the SER, especially those which fall within his more specific area of competence.

Three weeks before the visit each visitation team member should send to the other visitation team members and to the Programme Co-ordinator a draft report upon the sections of the SER for which the team leader has made him/her responsible. This draft report should include the visitation team member's initial "Findings" and "Comments" based on the study of the SER. The visitation team members' contributions will be assembled into a broad outline of the site visit report for the team to use at the start of the visit or before, if possible. It will be amended and extended as the visit proceeds.

Each visitation team member should also set down in writing all the questions which in his/her view are sufficiently important to require an answer during the site visit, in particular those relating to the sections of the SER for which the team leader has made him/her responsible. During the first meeting of the team these questions must be arranged in the order in which they will be raised during the meetings with the various groups.

If the reply to certain questions requires investigation, or if a visitation team member needs more information on certain aspects before the start of the visit, questions may be sent to the institution in writing ahead of the visit via the Programme Co-ordinator. The team leader of the visitation team assembles the questions sent to him/her (at least three weeks before the visit) by the visitation team members for onward transmission to the Programme Co-ordinator who contacts the institution's liaison officer to provide answers.
II – TRAVEL ARRANGEMENTS

At least three months before the visit, the Programme Co-ordinator will contact each team member about the accommodation and travel arrangements. The need may arise for reimbursement of small items of expenditure, such as travel to and from the home airport, airport parking or necessary taxis. Team members are asked to provide receipts of all expenses.

If team members are accompanied, the travel expenses and the hotel accommodation for the accompanying persons are the responsibility of the individual and not of the SAVC.

Visitation team members should ensure that their personal affairs and travel insurance are appropriately ordered for a week's visit to South Africa.

III – THE RESPONSIBILITIES OF THE TEAM LEADER

The main responsibilities of the team leader are listed below:

1. Familiarise him/herself with the team members and their backgrounds. Ensure all team members to receive this information.
2. Write introductory letters in a positive spirit to the Dean of the Institution/Department to be visited and the vice-chancellor/ head of the institution.
3. Write to and introduce him/herself to the team members with a positive and enthusiastic approach.
4. Allocate the writing of chapters to team members working in pairs per chapter. Ensure fair and equal distribution of workload.
5. Check that all team members have received the institution’s Self-Evaluation Report (SER) not later than three (3) months prior to the visit and remind them to study it, with emphasis on their allocated chapters, before the visitation.
6. Be available to receive and welcome the team members as soon as possible after all have arrived with a welcoming address, naming each team member and making brief comments on each person’s expertise and special value to the team. This should include the introduction of and expertise/experience of the Programme Co-ordinator.
7. Hold a briefing session and outline the work plan for the week.
8. Accompany the team on a team building activity.
9. Dedicate the week to the visitation and avoid outside distractions as far as possible.
10. After feedback from the team members, verbally summarise the findings at the end of each day.
11. Set and keep the pace for the development of the draft report.
12. Keep team members informed of the overall progress of the draft report.
13. Aim to complete as much as possible of the report during the visitation week. The broad consensus of all team members on each aspect of the report should be obtained, if at all possible, during the visitation.
14. Be available to address queries from team members relating to the report and, with the Programme Co-ordinator, amend the report accordingly.
15. Be available to spend one full day immediately after the visitation week with the Programme Co-ordinator to complete the draft report.
16. Be available after the visitation for telephonic or e-mail contact.
17. Meet with the head of the training institution to discuss the draft report for factual correctness.
18. Oversee the implementation of all corrections to the draft report as discussed with the head of the training institution.
19. Approve the final report before submission to Council. If all deadlines are adhered to, this should be around 24 weeks after the end of the visit.
20. Write a covering letter to accompany the final report to agreed stakeholders (SAVC, institution, Council on Higher Education (CHE), etc)
21. Give written feedback on the visitation as guidance for future visitation team leaders within a week after the visit.

IV – THE VISIT

Visits generally require five (5) days. Four days are for visiting the facilities and holding discussions; the fifth day is for the team to write its report. A visit must ideally include at least one Saturday overnight stay in order to obtain the cheapest air fares.

Under the current arrangements, the visitation team members arrive on Sunday, in time for their first informal meeting that evening. The schedule then proceeds as follows:

Monday-Thursday: visits facilities, holds discussions

Friday: works intensively on report and conducts the exit interview

Saturday: completes the draft report

Sunday: departure

The visit is intended to check and supplement the information provided in the SER and to assess the extent to which the “Guide for the Interpretation of Minimum Standards” (Annex III) are met. The visit is not an inspection carried out by a body invested with legal authority. The visitation team members must address the following four fundamental questions:

◼️ Are the objectives and standards of the institution appropriate to the needs of the profession in each area of study and are they being met?

◼️ Are the resources adequate for attaining these objectives?

◼️ Are the resources allocated and used efficiently?

◼️ Can it be considered that the institution will continue to have the necessary resources at its disposal?
The evening preceding the start of the visit:

- the team will meet and introduce themselves;
- the team leader will ensure the cohesion of the team and will build trust amongst the team;
- the team will agree on the points of consensus;
- the visitation team members must meet for about two hours to exchange their impressions and to classify and organise their questions.

During the interviews the team leader will lead the discussions, at the same time ensuring that team members are given opportunities to introduce discussions related to their assigned areas. He/she has also the task of ensuring that the timetable is strictly respected to prevent any significant build-up or delay.

The visitation team members are quite free to interview persons who were not included in the original programme. They can also ask to meet with a certain person or group for a second time.

The head of the institution does not normally attend the meetings, except where his/her presence is specifically requested. The Programme Co-ordinator is asked to attend most meetings, with the exception of some private meetings with students and staff, and the "open hour".

The visitation team members must always try to obtain precise answers that contain figures and can be verified. It may be interesting in some cases to check specific information by cross-checking details from different sources (e.g. details of the teaching and examination procedures supplied by lecturers and students).

The use of photographic equipment for storing information may prove helpful.

The visitation team should meet every day, mainly in the evening, to discuss the information obtained during the day, to supplement the draft report and to prepare for the following day.

The team leader of the visitation team should during the final meeting (also called the exit interview) with the head of the institution and his/her senior colleagues orally present the main observations and comments of the team. Although this draft report is of a preliminary nature, it should be well-considered, since the main conclusions presented in this final meeting should not be altered in the subsequent processing of the visit report. The draft report of the team leader is not open for discussion during the final meeting and no written text is given to the institution at this stage.

The exit interview must confirm the positive points noted and spell out the relative importance of the negative findings. Yet the team should not express an opinion at that time on the question whether the deficiencies noted fall into the first or the second category (see below).

The visitation team members must have sufficient time (two to three hours) between the end of the visit programme and the final meeting to prepare their draft report.
V – THE REPORT OF THE VISITATION TEAM MEMBERS

Well before a visit, all visitation team members will receive a template for a site-visit report. Inexperienced visitors may request a copy of an existing report (in confidence) from the Programme Co-ordinator, to illustrate what is needed in terms of content, length and presentation.

The visit report of the group of visitation team members is the outcome of their work. The report should present a more or less complete picture of the institution visited, so that it is understandable for people who have not read the SER. It should be clear from the start (and it should be made clear to the people in the institution) that the report describes the situation as observed at the time of the visit. Although the institution may present plans for future changes, the team is not obliged to mention them in their report.

If a visit takes place when a change of curriculum is in progress, the juxtaposition of the two courses should be clearly described. In particular, the report should identify the hours and content of the courses being followed by students in the various years.

The chapters of the visit report have the same titles as the chapters of the SER (see Annex II). Each chapter should include a descriptive section of "Findings" (based on the SER and on observations made and information obtained during the visit) and an analytic section in the form of "Comments". Each chapter is completed, where necessary, by "Suggestions".

The "Findings" should cover all essential information, keeping in mind that for most of the readers of the report the SER is not available.

The report should, in its conclusions, present an assessment of the extent to which the "Guide for the Interpretation of Minimum Standards" (Annex III) are met and it should note its conclusions and suggestions under one or the other of the following headings:

1. Firstly, weaknesses (category I deficiencies) which, if allowed to persist, lead the visitors to conclude that the training given by the institution does not conform to the requirements of the SAVC.
2. Secondly, category 2 deficiencies with suggestions for changes which the visitation team members consider necessary to improve the training, even though they do not relate to weaknesses that seem to currently effect conformity of the training requirements. Attention should be drawn to weaknesses that do not fully meet the criteria described in this document.

The distinction of these two headings in the draft report must be regarded as a proposal by the visitation team to the SAVC. It is up to the SAVC to make a final decision.

The visitation team report is compiled by progressively completing the outline report described in Chapter I of this Annex. The visitation team as a group discuss and approve all findings and comments to be introduced into the report.
After the visit is concluded and before the visitation team members disperse, there should be a complete agreement on all essential elements of the report. In the event of disagreement among the visitation team members about a comment, the latter is retained but the attention of the Education Committee is drawn to it during the presentation of the report.

The team leader and the Programme Co-ordinator should spend a full day after the visit to complete the first full draft version of the report (Draft A). This is sent to the visitation team members for comments.

After consultation with the team leader of the visitation team, Draft B, incorporating the visitation team members’ comments, is prepared and sent to the head of the institution for factual corrections and to the members of the Education Committee for comments.

After appropriate revision, Draft C is prepared for discussion between the head of the institution (or his nominee) and the team leader of the visitation team. This discussion is a definitive stage in the preparation of the report. The outcome is Issue 1 of the document.

The Programme Co-ordinator sends copies of Issue 1 officially to the institution and to its competent authority. A copy of the Issue 1 report is sent to the visitation team members concerned.

If all people concerned adhere to deadlines, and provided that comments received do not necessitate prolonged consultations and interim revisions of the report, Issue 1 can be sent to the head of the institution around 24 weeks after the end of the visit. During all of this period, and afterwards, the report stays confidential. Its publication and distribution are solely determined by the institution and by the competent authority.

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