The South African Veterinary Council

EVALUATION OF VETERINARY TRAINING:

Standard Operating Procedures

METHOD OF EVALUATION

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, 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 or para-veterinary professional.

To achieve this objective, the principles of this method of evaluation of tertiary training institutions were adopted by the South African Veterinary Council (SAVC) on January 2004. The method is based on a comparison between the requirements defined by the SAVC to ensure a high standard of veterinary/para-veterinary training (as interpreted in Annex I of this document) and the characteristics of the institution to be evaluated.

Visitations allow for optimal evaluation of prescribed degrees/diplomas and an accurate assessment of the extent to which these degrees/diplomas fulfil the minimum training requirements for veterinary and para-veterinary professions as set out in the Regulations of the Act.

The method comprises several stages, as outlined below, the details of which are set out in the annexes.

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.
  - Annex I: "Guide for the preparation of the self-evaluation report"
  - 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 establishment for the organisation of the visit"
  - Annex V: "Guidelines for the visitation team members"

MAIN INDICATORS

II BACKGROUND

This evaluation system focuses solely on undergraduate training, seeking to ensure that such training is of a sufficiently high standard to ensure registration by the South African Veterinary Council. Consequently, whilst continuing education, postgraduate
training and research can be evaluated by the same method, this will only be done insofar as it sheds light on basic undergraduate training.

The evaluation of veterinary schools in South Africa is carried out by a visitation team, the composition of which is finalized by the SAVC, on the recommendation of the Education Committee. Evaluations are based upon procedures adopted by the SAVC and detailed in this document. The Education Committee of the SAVC administers the evaluation system. This committee is assisted in its work by a programme co-coordinator, nominated from the secretariat of the SAVC 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 Education Committee agrees upon a provisional programme for an evaluation visit well in advance. The programme is based on preliminary contacts between the programme co-coordinator and the establishment concerned. An establishment’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 approved official language for the visit is English.

The Education Committee agrees upon the membership of the visitation team based on a number of criteria. The programme co-coordinator is responsible for making initial proposals for membership for discussion by the Committee.

Visitation team members should be experienced veterinarians with a specialised knowledge in a particular field of veterinary application and an insight into veterinary and veterinary nursing issues of national importance.

At least one member (the "external" member) should be a foreign veterinarian, preferably associated with a Veterinary Faculty of high repute or alternatively a senior member of a Veterinary Council/Board.

The Council shall, in finalising its visitation team, adequately cover all the areas of expertise required to suitably evaluate every facet of the Veterinary and Para-Veterinary curriculum of Pre-clinical (basic sciences), Para-clinical (including food hygiene) and Clinical levels (animal production and clinical sciences), whether discipline or species oriented. Teaching and practical experience is desirable and in selecting experts for clinical sciences, one teacher and one practicing veterinarian must be included.

The visiting experts are drawn from a list of suitably qualified nominees

- Submitted by an organisation/s representing registered veterinarians and veterinary nurses in South Africa.
- Identified as representatives acceptable to relevant outside veterinary registration authorities for peer review purposes and for establishing equivalence in veterinary training standards.

A nominee is deemed to be suitably qualified by virtue of sufficient practical application in the field of expertise to result in recognition within the profession as a consultant / specialist. Appointees should not be serving members of staff of the Faculty being visited, in either a full time or part time capacity.
The Education Committee nominates as team leader one expert who has taken part in at least one visitation and who is a senior veterinarian of high standing in the veterinary profession and with a broad experience of veterinary and para-veterinary academia. The leader may or may not be a former or serving member of the South African Veterinary Council. At least one other member of the team must have participated in a previous visit. The team leader (chairperson) is responsible for preparing the team's report. The programme co-coordinator is tasked with liaising with the secretariat of the SAVC to assist in the preparation of the report.

In consultation with the programme co-coordinator, 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, as far as possible, be known at least one year prior to the visit.

The travel and accommodation expenses of the visitation team and the administrative costs of the visit are borne by the Council.

In order to facilitate preparatory work for the visitation and the task of the team members, the guideline documents as outlined in the annexes, have been prepared.

III SELF EVALUATION REPORT

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

The self-evaluation report must contain, in standardised form, full but concise quantitative and qualitative data to allow the quality of the training to be evaluated. In drawing up the report, the institution must answer all the questions contained in the document (Annex II).

During the period of report preparation, the administration concerned may consult the programme co-coordinator if in doubt about how to answer certain questions. The visitation team members must receive the self-evaluation report via the programme co-coordinator not later than two months prior to the start of the visit.

IV VISIT TO THE INSTITUTION

The aim of the visit is to verify and, where appropriate, complete the information provided in the self-evaluation report and to give views on the level of undergraduate training and on the extent to which the minimum standards set by South African legislation (as interpreted in Annex III of this document) are respected. It is also to try to put forward practical suggestions for improving training.
To help the institution prepare for the visit, a document entitled "Guide to the establishment for the organisation of the visit" (Annex IV) has been produced for use by the institution's administration.

To help the visitation team members prepare for the visit, a document entitled "Guide for the visitation team members" (Annex V) is provided.

At the end of the visit, the chairperson 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 of the university 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 self-evaluation report, 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 self-evaluation report and on the findings made during the visit) and an analytical section in the form of "Comments". A section entitled "Suggestions" should complete it, where appropriate.

In drawing up the report, due cognizance must be taken of Annex V, "Guide for the visitation team members". The draft report on the findings of the visitation team should be sent, as soon as possible after the visit and via the programme co-coordinator, to the head of the institution visited for correction of material errors and for comment. Once the relevant changes have been incorporated, the chairperson 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, in the opinion of the visitation team, 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 establishment not conforming to the minimum prescribed standards required for registration by the SAVC.

- Suggestions for changes, which would improve the training, even though they do not relate to weaknesses that seem to affect the minimum prescribed standards required for registration by the SAVC. In particular, attention should be drawn to features of the training that do not meet the criteria described in this document.

The Education Committee then reviews the new version report and makes a recommendation to the SAVC as to whether or not it concurs with the recommendations regarding deficiencies and suggestions. After final amendments and adoption by the SAVC, the programme co-coordinator sends a copy of the report to the head of the establishment visited, and to the appropriate competent authorities.

The Education Committee 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 competent authority.

VI APPEAL MECHANISM
If the Education Committee decides that one or more category I deficiencies exist, and the establishment considers that gross injustice has been done, it has the right to notify the Chairman of the Committee of its intention to appeal against the category I classification. That notification, and the basis for the appeal, should be made in writing within 8 weeks of the receipt of the final report from the President of the South African Veterinary Council.

The first stage of the appeal process involves reconsideration by the Education Committee. If they dismiss the appeal, the South African Veterinary Council 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.

The appeal and the discussion of it shall first be carried out by correspondence. If a decision cannot be reached by this means, and the chair of the Appeal Panel considers that a meeting is necessary, at the establishment or elsewhere, between the members of the Panel, representatives of the establishment and the chairperson of the team of experts, all expenses shall be paid by the establishment.

Once the Appeal Panel has reached a decision, by majority if necessary, its chair will inform the Education Committee of its decision in person or by writing, whichever is most appropriate in the circumstances. The secretariat of the SAVC is responsible for informing the establishment of the Appeal Panel’s decision in writing.

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

For a veterinary teaching establishment whose report reveals one or more category I deficiencies, and in the absence of any initiative by the establishment itself, two years after the final report has been sent to the institution concerned, the SAVC secretariat asks them to provide information on the follow up action taken to remedy the deficiencies in question.

On the other hand, at any time within two years after dispatch of the final report, an establishment that considers that it has rectified its category 1 deficiencies is free to inform the SAVC secretariat accordingly, without waiting for an enquiry.

In either case, the SAVC secretariat will then verify the situation. It will consult with the chairperson of the team of experts about the information provided by the establishment and will decide whether a follow-up visit is necessary, and if so, by whom.

**VIII THE ROLE OF THE PROGRAMME CO-COORDINATOR**

It is essential that the programme co-coordinator (PCO) should be entirely familiar with the principles and procedures of the evaluation system. To this end, the PCO should carefully study all documents relating to the evaluation system.

Prior to the visit, the fundamental task of the PCO is to ensure that the preparations for the visit proceed smoothly and on time.

The core of an evaluation visit is the Self Evaluation Report prepared by the Faculty. The PCO should ensure that the Faculty starts work on the SER in good time, say 12 months before the date of the visit. It is particularly important that the PCO ensures that the SAVC receives the SER at least 2 months before the visit for onward transmission to the visitation team members.
The PCO should also ensure that about 2 months before the visit the Faculty sends a draft programme to the Leader of the team for approval.

Other matters for action by the PCO:

- team travel arrangements (including daily transport to/from the Faculty);

- choice and reservation of hotel, and giving the team members advance details, including phone and fax numbers;

- organising a room in the Faculty adequate for group meetings, and rooms for the team and its secretariat to work privately. Sometimes, a team meeting room in the hotel may also be necessary for part of the visit;

- lunch and dinner arrangements;

- badges for the team members;

In some cases, the programme co-coordinator may make a pre-visit to a Faculty to advise on preparations, in particular the programme for the visit.

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*Reviewed 2012-03-15*
ANNEX I

GUIDE FOR THE PREPARATION
OF THE SELF-EVALUATION REPORT

I GENERAL

The submission in good time of a well-prepared report is an essential aspect of the self-evaluation process. The self-evaluation report is the cornerstone of the evaluation process. The quality of the report is an indication of the quality of the institution.

Important points to note are:

<table>
<thead>
<tr>
<th></th>
<th>It is recommended that preparation of the self-evaluation report begin well in advance of the visit, preferably about one year prior to the date of the visit.</th>
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II REPORT LAYOUT

The self-evaluation report should begin with an introductory chapter describing the main events in the institution’s recent history. This chapter must cover the period that has elapsed since the last site visit or, if there has been no previous visit, a period of ten years or so. In this chapter, the institution should highlight major organisational changes, new teaching regulations, new equipment or buildings, curricular changes, major decisions made by the school administration or the competent/responsible authority and the major problems encountered and/or resolved, etc.

Further chapters as outlined below must be drafted in line with the guidelines, requirements and main indicators (Annex III)

Chapter 1 Objectives

Chapter 2 Organisation

Chapter 3 Finances

Chapter 4 Curriculum
Chapter 5 Teaching: quality and evaluation

Chapter 6 Facilities and equipment

Chapter 7 Animals and teaching material of animal origin

Chapter 8 Library and learning resources

Chapter 9 Admission and enrolment

Chapter 10 Academic and support staff

Chapter 11 Continuing education

Chapter 12 Postgraduate education

Chapter 13 Research

Chapter 14 Departmental Reports

Chapter 15 Outcomes assessment

Each chapter or sub-chapter should set out:

- Factual information;
- Comments; and
- 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 (objectives, organisation, finances, admission and enrolment, academic and support staff, etc., covered in all chapters except 7 and 8) should be provided by the administration and the head of the institution to the group assigned to prepare the report; information pertaining to various services (departments, library, etc., i.e. chapters 7 and 8) should be prepared by those services for inclusion in the general report.

Brevity is of the essence, both in the self-evaluation report and in the appendices. Long, unnecessary lists of explanatory material are to be excluded from the core of the report; details can be systematically included as appendices.

Chapter 7 "Animals and teaching material" and Chapter 8 "Library and learning resources", in particular, should contain only basic data, with the complete documentation provided by each service placed in the appendices.

Care should be taken not to include excessive extracts from official texts.

The chapter "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 4 ("Curriculum") by each responsible area.

As regards timetables (Chapters 4 and 5), a clear distinction should be made between hours per student and hours per teacher, in order to avoid ambiguity.
Each service’s contribution should be brief (a maximum of two or three pages) with any additional details provided in the appendices.

In Chapter 13, “Research”, the information should only cover the involvement of undergraduate students in research.

In Chapter 14, “Departmental Reports”, each department should give a brief overview of the main aspects of its functioning.

In Chapter 15, the Outcomes assessment

It is important that:

- Any appendices 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 to be contained in the appendices must be carefully selected so that the report is not excessively lengthy and useful information is not swamped by large amounts of unnecessary detail.

In order to facilitate the preparation of and lay the groundwork for the visit, the following documents should be attached to the report:

- A map of the institution,
- References on the map to the various stages of and a suggested route for the visit, with 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-coordinator at least two 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 establishment.

The administration should urge the various persons scheduled to meet the visitation team to take cognisance of at least those parts of the report which directly concern them.
ANNEX II

INFORMATION TO BE PROVIDED IN THE SELF EVALUATION REPORT

This annex contains the series of instructions indicating the information that must be provided in the self-evaluation report. It is suggested that the information should be provided only after careful study of Annexes I and III of this document.

This Annex provides the format that should be used for the self-evaluation report, namely an introduction and 15 chapters.

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

The Annex features explanations (in italics) concerning the information that is requested, and the requested information that the establishment must provide (identified by ‘bullets’ or contained in boxes).

Each chapter or section follows the same organisation in three parts, with the aim of sequentially obtaining different information:

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

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

In the event of difficulty in a replying to an enquiry that is unclear, it is recommended that the establishment consults the chairperson of the visitation team or the programme co-coordinator. Where necessary, the establishment may add an explanatory comment.

It is important to stress that in their evaluation the visitation team members will make a great deal of use of the information given in the SER.

CONTENTS

The contents of the Self Evaluation Report should be:

Introduction

Chapter 1 Objectives

Chapter 2 Organisation

Chapter 3 Finances

Chapter 4 Curriculum

Chapter 5 Teaching: quality and evaluation
INTRODUCTION

Please provide an outline of the main features of the history of the establishment 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 establishment, or by the authorities responsible for it
- major problems encountered by the establishment, whether resolved or not

Chapter 1 - OBJECTIVES

1. FACTUAL INFORMATION

Indicate whether there is an official list of the overall objectives of the establishment.

If this is the case;

- Please indicate these.

- Who determines the official list of objectives of the establishment?

- By what procedure is this list revised?
- Do you have a permanent system for assessing the achievement of the establishment’s general objectives? If so, please describe it.

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

- Please indicate how these objectives are aligned with the national objectives and the specific needs of the country as well as regional and international relevance.

- Please describe how the Advisory Body is constituted, its functioning and succession planning.

- Explain the roles of the Advisory Body members

2. COMMENTS

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

What, in your view, are the main strengths and weaknesses of the establishment?

3. SUGGESTIONS

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

Chapter 2: ORGANISATION

1. FACTUAL INFORMATION

Please give the basic details of the establishment, starting with the name, address, telephone and fax numbers, e-mail addresses and website addresses.

Details of the establishment

Name of the establishment:

Address:

Telephone:

Fax: Website:

Title and name of head of the establishment:
Is the establishment within a university?

If so, please give address of the university.

Details of the competent authority overseeing the establishment:

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

Provide a diagram of the internal administrative structure of the establishment 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 profession and general public in the running of the establishment.

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

2. COMMENTS

Add any comments on the organisation and functioning of the establishment to complement/expand on the provided information.

3. SUGGESTIONS

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

Chapter 3 FINANCES

1. FACTUAL INFORMATION

3.1: Expenditure

This means the total expenditure made by the establishment itself and by other bodies on behalf of the establishment (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,

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

**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:

- a 1 - salaries of teaching personnel
- a 2 - salaries of support staff
- b 2 - expenditure relating to teaching
- c 1 - equipment relating to teaching

\[
\text{Cost} = a_1 + a_2 + b_2 + c_1
\]

number of students in undergraduate training

- Direct cost of training for a degree/diploma

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>
<thead>
<tr>
<th>Table 3.1.1: Annual expenditure of the establishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calendar year ............................ or Academic year ........................</td>
</tr>
</tbody>
</table>

a. **Personnel**

a.1 teaching staff ................

a.2 support staff ................
a.3 research staff ........... ...............  

Total for a ........... ...............  

b. Operating costs  

b.1 utilities ........... ...............  

b.2 expenditure relating specifically to teaching ........... ...............  

b.3 research ........... ...............  

b.4 general operations (excluding the above) ........... ...............  

Total for b ........... ...............  

c. Equipment  

c.1 teaching ........... ...............  

C.2 research ........... ...............  

C.3 general (or common) equipment ........... ...............  

Total for c ........... ...............  

d. Maintenance of buildings ........... ...............  

e. Total expenditure ........... ...............  

Table 3.1.2: Cost of veterinary training  

1. Annual direct cost of training a student ........... ...............  

2. Direct cost of training for a degree/diploma ........... ...............  

3.2: REVENUES  

As for expenditure, please 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. Please give the total of this revenue for the current year and the past five years in table 3.2.2.
Table 3.2.1: **Annual revenues of the establishment**

<table>
<thead>
<tr>
<th></th>
<th>Calendar year</th>
<th>Academic year</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. revenue from State or public authorities</td>
<td>..................</td>
<td>..</td>
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<tr>
<td>b. revenue from private bodies</td>
<td>.................</td>
<td>..</td>
</tr>
<tr>
<td>c. revenue from research</td>
<td>..................</td>
<td>..</td>
</tr>
<tr>
<td>d. revenue earned and retained by the establishment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.1. registration fees from students</td>
<td>..................</td>
<td>..</td>
</tr>
<tr>
<td>d.2. revenue from continuing education</td>
<td>..................</td>
<td>..</td>
</tr>
<tr>
<td>d.3. revenue from clinical activities</td>
<td>..................</td>
<td>..</td>
</tr>
<tr>
<td>d.4. revenue from diagnostic activities</td>
<td>..................</td>
<td>..</td>
</tr>
<tr>
<td>e. revenue from other sources (please specify)</td>
<td>..................</td>
<td>..</td>
</tr>
<tr>
<td>f. Total revenue from all sources</td>
<td>..................</td>
<td>..</td>
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</tbody>
</table>

Table 3.2.2: **Changes in public funding**

Give the history of revenue from the state or public authorities (item a. from Table III.2.1) for the previous 5 years

<table>
<thead>
<tr>
<th>Year</th>
<th>this year</th>
<th>previous year</th>
<th>N - 2</th>
<th>N - 3</th>
<th>N - 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td>........</td>
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<td></td>
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</table>

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

- clinical work:
- analysis for commercial clients:
- analysis for veterinary 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 establishment 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 establishment compares with those teaching other courses (e.g. whether veterinary training receives a higher budget weighting compared to other disciplines).

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

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

Please indicate whether students:
- pay tuition/registration fees
- How much these are
- How they are decided
- How the funds are distributed.

2. COMMENTS

Please make any general comments that you feel would help the visitation team concerning the establishment’s finances.

Teaching establishments never have enough finance. Please comment on any of the "Guidelines and Requirements" 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 establishment in financial matters.

Comment on the percentage of income from outside services that the establishment 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, please list your suggestions for change in order of importance.

Chapter 4 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 establishment has to change the curriculum.

Outline how decisions on curriculum matters and course content are taken within the establishment.

Outline how decisions are taken on the allocation of hours between the various subjects and on the balance between theoretical and practical teaching.

Undergraduate training curriculum

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

- "core" subjects taken by every student (section 4.1);
- "electives" which each student must select from a list of permissible subjects (section 4.2);
- "optional" subjects available over and above the obligatory curriculum (section 4.3);
- obligatory extramural work (section 4.4).

It is obvious that there should be a correlation between the general table for the core curriculum (4.1.1), the tables for each year of the course (4.1.2), and the summary tables 4.1.3. and 4.1.4. 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 establishment 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 teacher doing these tasks is not clinical work.
### 4.1: CURRICULUM FOLLOWED BY ALL STUDENTS

**Table 4.1.1: General table of curriculum hours taken by all students**

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

*Please specify*

These tables should list the subjects that comprise the veterinary course, and the hours of teaching in each of them. Provide a separate table for each year of the course, up to and including the seventh year, where applicable. It is suggested that you start with this table when preparing all of the replies on the curriculum.

**Tables 4.1.2: Yearly curriculum studies**

Year of the course .........

<table>
<thead>
<tr>
<th>Subject</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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</tbody>
</table>
*Please specify

**Table 4.1.3: NUMBER OF CURRICULUM HOURS TAKEN BY EVERY STUDENT**

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

The titles of the subjects as listed in Table 4.1.3 will not in all instances correspond to the name given to the course where the subject content is covered at your establishment. The hours spent on the various subjects, as you have listed them in Tables 4.1.2, should be allocated to the most appropriate subject title in Table 4.1.3. If there is no subject that corresponds to a particular subject that makes up part of the veterinary curriculum in your establishment (e.g. languages, sport, etc.), these should be listed in Table 4.1.4 as "other subjects".

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

If one of the obligatory subjects in Table 4.1.3 is not taught as a separate course, but as part of another subject, make a clear statement to this effect, and indicate the approximate number of hours.

**Table 4.1.3: Curriculum hours in subjects taken by every student**

<table>
<thead>
<tr>
<th>Subject</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><strong>A. Basic subjects</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anatomy (incl. histology and embryology)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Biochemistry and molecular biology</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Biology (incl. cell biology)</td>
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<tr>
<td>Biophysics</td>
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<tr>
<td>Biostatistics</td>
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<tr>
<td>Chemistry</td>
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<tr>
<td>Epidemiology</td>
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<tr>
<td>Genetics</td>
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<tr>
<td>Immunology</td>
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<tr>
<td>Microbiology</td>
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<tr>
<td>Parasitology</td>
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<tr>
<td>Pathological anatomy (macroscopic &amp; microscopic)</td>
<td></td>
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<tr>
<td>Pharmacy</td>
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<tr>
<td>Pharmacology</td>
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<tr>
<td>Physiology</td>
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<td>Physiopathology</td>
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<tr>
<td>Scientific and technical information and documentation methods</td>
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<tr>
<td>Toxicology (incl. environmental pollution)</td>
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</tbody>
</table>

**B. Animal Production**

- Agronomy
- Animal behaviour (incl. behavioural disorders)
- Animal husbandry (incl. livestock production systems)
- Animal nutrition and feeding
- Animal protection and welfare
- Environmental protection
- Preventive veterinary medicine (incl. health monitoring programmes)
- Reproduction (incl. artificial breeding methods)
- Rural economics

**C. Clinical subjects**

- Anaesthetics
- Clinical examination and diagnosis and laboratory diagnostic methods
- Clinical medicine
- Diagnostic imaging
- Obstetrics
- Reproductive disorders
- State veterinary medicine, zoonoses, public health and forensic medicine
- Surgery
- Therapeutics

**D. Food Hygiene**

- Certification of food production units
- Food certification
- Food hygiene and food quality (incl. legislation)
Food inspection, particularly food of animal origin
Food science and technology

E. Professional knowledge
Practice management
Professional ethics
Veterinary certification and report writing
Veterinary legislation

Table 4.1.4: Curriculum hours in other subjects taken by every student

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

4.2: ELECTIVE SUBJECTS

Electives are subjects between which the student can choose, but for which the hours are foreseen in the normal obligatory curriculum. The student must follow the subject(s) he/she has chosen (4.2).

Table 4.2 assumes that elective subjects 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 subjects as seems appropriate, and explain the situation in the text.

Describe how and when students are allowed to select elective subjects, and the number of hours they have to take. Is there any limitation to their freedom of choice?
### Table 4.2: Courses organised as elective subjects

<table>
<thead>
<tr>
<th>Courses within elective</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 1:</td>
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<td>Elective track 2:</td>
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<td>Elective track 3:</td>
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</tbody>
</table>

**4.3: OPTIONAL SUBJECTS**

- optional subjects 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 (4.3).

**4.4: OBLIGATORY EXTRAMURAL WORK**
These are training periods that are an integral part of the course, but which are taken outside the establishment, for instance with practitioners, on farms, or with commercial or government organisations.

If these periods of extramural work take place during the summer vacations, then the academic year in the course that should be entered in the last column of Table 4.4 is that preceding the period of extra mural work.

Table 4.4: **Obligatory extramural work that students must undertake as part of their course**

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

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

4.5: 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.

Please 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>

<table>
<thead>
<tr>
<th>Practical and clinical training</th>
</tr>
</thead>
</table>

<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

4.6: FURTHER INFORMATION ON THE CURRICULUM

The information to be provided under 4.6 should be as brief as possible (normally not more than six pages). The only 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 4.1.3):

A. Basic subjects
B. Animal production
C. Clinical subjects
D. Food hygiene
E. Professional knowledge

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

4.7: SPECIFIC INFORMATION ON THE PRATICAL 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 number of days or weeks of 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.

Outline the student involvement in the emergency (24-hr.) and hospitalisation activities of the clinics.

Specify student participation in the activities of the mobile clinic and indicate whether or not the hours spent in the mobile clinic are included in those in Tables 4.1.3, 4.2 or 4.3.

4.8: SPECIFIC INFORMATION ON THE PRACTICAL TRAINING OF FOOD HYGIENE

Describe arrangements for teaching in an abattoir and/or in premises for the production, processing, distribution/sale or consumption of food of animal origin?

Indicate the distance to abattoirs where students undergo training, and the species covered. Outline the structure and the frequency of these visits (group size, number of trainers, duration, etc.).

2. COMMENTS

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

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 4.5.

3. SUGGESTIONS

If the ratios in 4.5 for your establishment do not fall into the category "satisfactory" according to the indicative table in Annex I, what can be done to improve the ratios?

Chapter 5 TEACHING: QUALITY AND EVALUATION

1. FACTUAL INFORMATION

5.1: 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, such as problem-based learning, interactive computer-assisted learning, etc.

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

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

5.2: THE TEACHING ENVIRONMENT

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

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

Describe other measures taken to improve the quality of teaching.

5.3: THE EXAMINATION SYSTEM

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

- Is there a central examination policy for the establishment as a whole? If ‘yes’, by whom is it decided?
- Are there special periods (without teaching) during the year 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?

5.4: EVALUATION OF TEACHING

Describe the method(s) to assess the quality of teaching used in the establishment.

Indicate whether the evaluation is an establishment procedure, or one set up by individual departments, by students or by individuals.

Describe the role of students in the evaluation of teaching and teachers.

Describe the follow-up given to the evaluation.

5.5: STUDENT WELFARE

Describe the facilities (not related to the teaching programme) which the establishment
provides for students (accommodation, sports, recreation, canteen, restaurant, etc.).

Describe the guidance offered by the establishment (or its parent institution) for students with problems (social problems, study problems, career development, job selection).

2. COMMENTS

Please 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 6 FACILITIES AND EQUIPMENT

1. FACTUAL INFORMATION

6.1.: PREMISES IN GENERAL

Please give a general description of the site(s) and buildings occupied by the establishment. Include a map if available.

6.2: PREMISES USED FOR CLINICS AND HOSPITALISATION

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 6.2.1: Places available for clinics and hospitalisation

| - number of hospitalisation places for cattle |
| - number of hospitalisation places for horses |
| - number of hospitalisation places for small |
Number of animals that can be accommodated in isolation facilities;

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>- small animals</td>
<td></td>
</tr>
<tr>
<td>- farm animals and</td>
<td></td>
</tr>
<tr>
<td>horses</td>
<td></td>
</tr>
</tbody>
</table>

6.3: PREMISES FOR ANIMALS

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

*If the establishment has no farm of its own, please explain in the SER the practical arrangements made for teaching such subjects as animal husbandry, herd health, and the techniques of handling production animals should be indicated.*

6.4: 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 6.4.3 not 6.4.2.*

Table 6.4.1: **Premises for lecturing**

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

<table>
<thead>
<tr>
<th>Hall</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>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Total number of places in lecture halls</th>
<th></th>
</tr>
</thead>
</table>
Table 6.4.2: Premises for group work

<table>
<thead>
<tr>
<th>Room no.</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>no. 1</td>
<td>......</td>
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<td>no. 2</td>
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<td>no. 3</td>
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<td>no. 7</td>
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<td>no. 8</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Room no.</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>no. 9</td>
<td>......</td>
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<tr>
<td>no. 10</td>
<td>......</td>
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<td>no. 11</td>
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<td>no. 12</td>
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<td>no. 13</td>
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<td>no. 14</td>
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<td>no. 15</td>
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<tr>
<td>no. 16</td>
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</tbody>
</table>

Total number of places in rooms for group work

Table 6.4.3: Premises for practical work

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

Number of places per laboratory

<table>
<thead>
<tr>
<th>Room no.</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>no. 9</td>
<td>......</td>
</tr>
<tr>
<td>no. 10</td>
<td>......</td>
</tr>
<tr>
<td>no. 11</td>
<td>......</td>
</tr>
<tr>
<td>no. 12</td>
<td>......</td>
</tr>
<tr>
<td>no. 13</td>
<td>......</td>
</tr>
<tr>
<td>no. 14</td>
<td>......</td>
</tr>
<tr>
<td>no. 15</td>
<td>......</td>
</tr>
<tr>
<td>no. 16</td>
<td>......</td>
</tr>
</tbody>
</table>

Total number of places in laboratories:

Please 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).

6.5: DIAGNOSTIC LABORATORIES AND CLINICAL SUPPORT SERVICES

Diagnostic laboratories

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

Central clinical support services
Indicate the nature of these services and how they are organised (e.g. diagnostic imaging, anaesthesia, etc.)
6.6: ABATTOIR FACILITIES

Abattoir Facilities

Describe briefly the abattoir facility to which the establishment has access, including distances from the establishment and level of activity.

6.7: FOODSTUFF PROCESSING UNIT

Foodstuff Processing Unit

Describe briefly any access that the establishment has to foodstuff processing units.

6.8: WASTE MANAGEMENT

Waste Management

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

6.9: FUTURE CHANGES

Future Changes

Outline any proposed changes in the premises that will have a substantial effect on the establishment, 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, please list any improvements you would make in order of preference.
Chapter 7 ANIMALS AND TEACHING MATERIAL OF ANIMAL ORIGIN

1. FACTUAL INFORMATION

7.1: BASIC SUBJECTS

Anatomy

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

Pathology

Table 7.1: 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; cattle</td>
<td></td>
</tr>
<tr>
<td>equines</td>
<td></td>
</tr>
<tr>
<td>small ruminants</td>
<td></td>
</tr>
<tr>
<td>pigs</td>
<td></td>
</tr>
<tr>
<td>other farm animals**</td>
<td></td>
</tr>
<tr>
<td>small/pets;</td>
<td></td>
</tr>
<tr>
<td>dogs</td>
<td></td>
</tr>
<tr>
<td>cats</td>
<td></td>
</tr>
<tr>
<td>other pets</td>
<td></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 necropsies and pathological anatomy, including slaughterhouse material.

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

7.2 ANIMAL PRODUCTION

Indicate the availability of production animals for the practical teaching of students

a) on the site of the institution;

b) on other sites to which the institution has access.

7.3 FOOD HYGIENE

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

7.4 - 7.5: Consultations and hospitalisation

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 7.4 and 7.5, only animals coming into the establishment should be included. Animals studied in practical teaching outside the establishment should be entered in at the section entitled "Mobile Clinic" (7.8).

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 establishment, e.g. on farms, the term "mobile clinic" should be used (7.8).
7.4: CONSULTATIONS

State the number of weeks, in the course of the year, during which the clinics are open.

State the number of consultation days each week.

State the consultation hours.

Table 7.4: 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>Farm/large animals</td>
<td></td>
</tr>
<tr>
<td>cattle</td>
<td></td>
</tr>
<tr>
<td>equines</td>
<td></td>
</tr>
<tr>
<td>small ruminants</td>
<td></td>
</tr>
<tr>
<td>pigs</td>
<td></td>
</tr>
<tr>
<td>other farm animals*</td>
<td></td>
</tr>
<tr>
<td>small/pets;</td>
<td></td>
</tr>
<tr>
<td>dogs</td>
<td></td>
</tr>
<tr>
<td>cats</td>
<td></td>
</tr>
<tr>
<td>other pets</td>
<td></td>
</tr>
</tbody>
</table>

*Indicate species

7.5: HOSPITALISATION

Table 7.5: Patients hospitalised 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>Farm/large animals;</td>
<td></td>
</tr>
<tr>
<td>cattle</td>
<td></td>
</tr>
<tr>
<td>equines</td>
<td></td>
</tr>
<tr>
<td>small ruminants</td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>Animals</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>pigs</td>
<td></td>
</tr>
<tr>
<td>other farm animals*</td>
<td></td>
</tr>
<tr>
<td>small/pets;</td>
<td></td>
</tr>
<tr>
<td>dogs</td>
<td></td>
</tr>
<tr>
<td>cats</td>
<td></td>
</tr>
<tr>
<td>other pets</td>
<td></td>
</tr>
</tbody>
</table>

*Indicate species

7.6: VEHICLES FOR ANIMAL TRANSPORT

State the number and nature of the establishment vehicles that can be used to bring sick animals to the clinics.

State whether or not clients are charged for this service.

7.7: EMERGENCY SERVICE

Outline what in-house emergency service is available.

7.8: MOBILE CLINIC

State the number of hours of operation per week.

Indicate arrangements for out-of-hours emergency services.

State the number, the type and the seating capacity of the vehicles used to transport students working in the mobile clinic.

State the approximate number of sick animals (specify cattle, swine, equine, poultry or small ruminants, others) seen by the mobile clinic in a year.

State the average number of visits in a year made by the mobile clinic to farms and studs for cattle, swine, equine, poultry, small ruminants, others.

7.9: OTHER INFORMATION

Indicate any notable additional outside sources of material for clinical training purposes, such as animal charities, animals awaiting slaughter, etc.

Indicate how the level of clinical service that is offered by the establishment (in small companion animals, equines and production animals) 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 establishment has a particular aim or policy as regards this mix, describe it.

Indicate what areas of clinical specialisation are covered, and the extent of the coverage (for example, a veterinarian with a particular specialisation may see patients in the clinic for one day a week, 3 afternoons, etc.)

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

Indicate the relationship the establishment has with outside practitioners (in small companion animals, equines and production animals) 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 subjects (e.g. pathology work, interaction with state veterinary work).

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.

### 7.10: 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.

#### 7.10.1: Animals available for clinical work:

Ratio: students/production animals

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

number of production animals
Ratio: students/companion animals

number of students

graduated in the last year 1

__________________________ = _________ = ___

number of companion animals

7.10.2: Animals available for necropsy:

Ratio: students/post-mortem examinations

number of students

graduated in the last year 1

__________________________ = _________ = ___

number of cadavers necropsied

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 7.10.

3. SUGGESTIONS

If the ratios in 7.10 for your establishment do not fall into the category "satisfactory" according to the indicative table in Annex I, what can be done to improve these ratios?
Chapter 8 LIBRARY AND LEARNING RESOURCES

1. FACTUAL INFORMATION

8.1: LIBRARY

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

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

<table>
<thead>
<tr>
<th>Main library:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- is this specific to the veterinary training establishment?</td>
</tr>
<tr>
<td>- is this common to two or more establishments?</td>
</tr>
</tbody>
</table>

State the library's annual operating budget over the past three years:

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>N - 1</th>
<th>N - 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.........</td>
<td>..........</td>
<td>..........</td>
</tr>
</tbody>
</table>

Number of full-time employees

Full time equivalents of part time employees

Number of journals received each year (in addition to books)

Number of student reading places

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

Number of loans to students per academic year

Give an outline description of any computerised document search system that is accessible to students.

Subsidiary libraries of the establishment
Please describe the subsidiary (e.g. Departmental) libraries of the establishment, 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 training establishment?</td>
<td></td>
</tr>
<tr>
<td>- is this common to two or more establishments?</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: weekdays weekends</td>
<td></td>
</tr>
<tr>
<td>during term-time</td>
<td>.......... ..........</td>
</tr>
<tr>
<td>during vacations</td>
<td>.......... ..........</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(b) Computer service</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the computer service/department:</td>
<td></td>
</tr>
<tr>
<td>- specific to the veterinary training establishment?</td>
<td></td>
</tr>
<tr>
<td>- common to two or more establishments?</td>
<td></td>
</tr>
<tr>
<td>Number of full-time employees</td>
<td></td>
</tr>
</tbody>
</table>
### 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 establishment use interactive CD-ROM for teaching?

If so, how many programmes are available?

### 2. COMMENTS

#### Library:
Please comment on the adequacy of the books and journals, of the opening hours and of the provision of reading spaces and support personnel.

#### IT facilities:
Please comment on the establishment’s approach to self-learning, on the adequacy of the provisions, and on any limitations on the further developments in this area.
3. SUGGESTIONS

Chapter 9 ADMISSION AND ENROLMENT

1. FACTUAL INFORMATION

9.1: STUDENT NUMBERS

Table 9.11 asks for numbers of undergraduate students in the veterinary 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)

\[ a = b + c \]
\[ a = d + e \]
\[ a = f + g + h + i + j + k + l + m \]

Some veterinary 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 establishments 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 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>
</tbody>
</table>
Table 9.1.2 asks for numbers of postgraduate students in the veterinary training institution. Students in postgraduate training are those enrolled at the veterinary training establishment who have already obtained their basic diploma and who are following the types of courses dealt with in Chapter 12.

Total n should equal the sum of the following items:

\[ n = o + p \]
\[ n = q + r \]
\[ n = s + t + u + v + w \]

Table 9.1.2: Postgraduate student composition

<table>
<thead>
<tr>
<th>n.</th>
<th>Total number of postgraduate students</th>
</tr>
</thead>
<tbody>
<tr>
<td>o.</td>
<td>Male students</td>
</tr>
<tr>
<td>p.</td>
<td>Female students</td>
</tr>
<tr>
<td>q.</td>
<td>Nationals</td>
</tr>
<tr>
<td>r.</td>
<td>Foreign students</td>
</tr>
<tr>
<td></td>
<td>- from African countries</td>
</tr>
<tr>
<td></td>
<td>- from non-African countries</td>
</tr>
<tr>
<td>s.</td>
<td>1st year students</td>
</tr>
</tbody>
</table>
Give the total number of students in the establishment (a + n): ............

9.2 Student admission

State the minimum admission requirements.

Outline any selection process (or criteria) used in addition to the minimum admission requirements.

Describe whether students applying for and/or starting veterinary training have an equal or very variable knowledge base in scientific disciplines from their studies at school.

Indicate where there is a limit to the number of students admitted each year.

Describe how the number of government-funded student places is determined.

Describe any circumstances under which extra students may be admitted to the undergraduate veterinary course.

Outline any changes foreseen in the number of students admitted annually. If applicable, describe how the establishment plans to adjust to these changes.

Table 9.2 asks for the numbers of undergraduate students admitted to the establishment over the last ten years. Apart from the ‘standard’ intake, the establishment may also be taking in students as transfers from other courses, privately funded students, etc. Please indicate any supplementary intake of this kind in the last column of the table.

Table 9.2: Intake of veterinary students

<table>
<thead>
<tr>
<th>Year</th>
<th>number applying for admission</th>
<th>number admitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>'standard' intake</td>
<td>other entry mode (describe)</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>
</tbody>
</table>
9.3: STUDENT FLOW

Table 9.3.1 establishes to what extent students make progress in their studies. To this end, we look at the students who were admitted five years ago (number a in Table 9.2) and we determine which course year they have reached five years after admission.

The figure a (taken from Table 9.2) 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-5 (number a. in Table 9.2) how many are at present (five years later) in the:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>b.</td>
<td>1st year</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>2nd year</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>3rd year</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>4th year</td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>5th year</td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td>how many have graduated</td>
<td></td>
</tr>
<tr>
<td>h.</td>
<td>how many have dropped out or been asked to leave</td>
<td></td>
</tr>
</tbody>
</table>
i. how many are not in any identifiable year

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

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

\[ j = k + l + m + n + o + p + q + r \]

In Table 9.3.3 the average duration of studies is calculated. To calculate this figure, we look at the students who graduated in the year N of Table 9.3.2 (figure j) and we determine the number of years of veterinary 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 training course for 4, 5, 6, 7, 8, 9, 10 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>
<tr>
<td>n. 7 years</td>
<td></td>
</tr>
<tr>
<td>o. 8 years</td>
<td></td>
</tr>
<tr>
<td>p. 9 years</td>
<td></td>
</tr>
<tr>
<td>q. 10 - 13 years</td>
<td></td>
</tr>
<tr>
<td>r. more than 13 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 establishment would oblige students to leave the course.

2. COMMENTS

Comment on standard of the students starting the course.

Comment on the ability of the establishment 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 establishment's ability to ensure that satisfactory progress is maintained.

Comment on the percentage of students that will eventually graduate.

3. SUGGESTIONS

If you are not satisfied with the situation, please state in order of importance any suggestions that you may have concerning this Chapter if you feel unhappy about:

- The number of students admitted;
- The drop-out percentage;
- The average duration of studies;
Chapter 10 ACADEMIC AND SUPPORT STAFF

1. FACTUAL INFORMATION

Definitions:

For definitions, also see the section "Main indicators" in AnnexIII.

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

- posts that are allocated to the establishment and financed by the university or ministry responsible for the establishment. These posts can be regarded as more or less 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 posts at 80% should be given as a total of 11.8 FTE.

Teaching staff: It is an accepted fact 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 not included in the staff numbers. They fall into the category of "students"; they are not "staff".

If you find that the distinctions made between different groups of staff do not fit your situation, make the best distribution you can of your personnel between the headings we use. Add an explanatory note if you wish.

Table 10.1: Personnel in the establishment

<table>
<thead>
<tr>
<th>Budgeted posts (FTE)</th>
<th>Non-budgeted posts (FTE)</th>
<th>Total (FTE)</th>
</tr>
</thead>
</table>

49
1. Academic staff
   a) Teaching staff
   b) Research staff
   c) Others (please specify)
   d) Total academic staff

2. Support staff
   e) responsible for the care and treatment of animals
   f) responsible for the preparation of practical and clinical teaching.
   g) responsible for administration, general services, maintenance, etc.
   h) engaged in research work
   i) others (please specify)
   j) Total support staff

3. Total staff (d + j)

In table 10.2 ‘Departments’ refers to the component academic units of the veterinary training establishment, 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.

Table 10.2: Allocation of 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>Assistant</td>
</tr>
<tr>
<td></td>
<td>prof.</td>
<td>prof.</td>
</tr>
</tbody>
</table>
In table 10.3 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 establishment. 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, 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 establishment to students of other establishments should not be included in the calculation.

Table 10.3: Personnel responsible for undergraduate teaching

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Number of budgeted and non-budgeted teaching staff involved in undergraduate teaching</td>
</tr>
<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 Annex III, "Main Indicators". Give the figures for numerators and denominators. The ratios should then be expressed by taking the numerator as 1.

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

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

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

Outline how the allocation of staff to the departments (or other units) within the establishment 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 establishment.

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 establishment 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 EDUCATION

1. FACTUAL INFORMATION

11.1: CONTINUING EDUCATION COURSES HELD AT THE ESTABLISHMENT

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

Table 11.1.1: Courses organised by the establishment 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>
</tbody>
</table>
Table 11.1.2: Courses organised by the establishment itself 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>
</tr>
<tr>
<td></td>
<td></td>
<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 establishment 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>
</tbody>
</table>

(extend table as necessary)

Indicate the involvement of teaching staff at the establishment involved in continuing education organised by outside organisations.

11.2: DISTANCE LEARNING (INCLUDING VIA INTERNET)

If the establishment is involved in providing distance learning, please outline the nature and volume of this work.
2. COMMENTS

Comment on the quality of the continuing education programmes in which the establishment is involved.

Comment on the degree of participation of veterinarians in the continuing education programmes in which the establishment is involved.

3. SUGGESTIONS

Chapter 12 POSTGRADUATE EDUCATION

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

*Please provide details of all postgraduate training opportunities in tabular form under "Factual Information".*

1. FACTUAL INFORMATION

12.1: POSTGRADUATE CLINICAL TRAINING (INTERNS AND RESIDENTS)

Table 12.1.1: 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>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

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

Indicate any programmes that are prescribed in terms of the Veterinary and Para-Veterinary
12.2: TAUGHT POSTGRADUATE COURSES

Table 12.2.1: Taught postgraduate courses

<table>
<thead>
<tr>
<th>(a) Diploma / Honours level</th>
<th>Number enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Full time</td>
</tr>
<tr>
<td>2.</td>
<td>Part time</td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(b) Masters level (discipline)</th>
<th>Number enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Full time</td>
</tr>
<tr>
<td>2.</td>
<td>Part time</td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

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

12.3: POSTGRADUATE RESEARCH PROGRAMMES

Table 12.3. 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>Full time</td>
</tr>
<tr>
<td>2.</td>
<td>Part time</td>
</tr>
</tbody>
</table>
3. **(b) PhD level**

<table>
<thead>
<tr>
<th>Indicate discipline and/or department.</th>
<th>Duration of training</th>
<th>Full time</th>
<th>Part time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Indicate the percentage of PhD students holding a veterinary degree.

<table>
<thead>
<tr>
<th><strong>(c) Other doctoral level</strong></th>
<th>Number enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>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>

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.

### 2. COMMENTS

Comment on the number of postgraduate diplomas/titles awarded annually.

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

Chapter 13 RESEARCH

The details requested under this heading relate only to research experience offered to students during their undergraduate training, for example through project work.

1. FACTUAL INFORMATION

Indicate the involvement of undergraduate students in research, including the time spent, percentage of students involved and outcome required.

2. COMMENTS

Comment on the opportunities for students to participate in active research work.

3. SUGGESTIONS

Will students be given more opportunity to participate in research activities?
If so, how will this be done?

Chapter 14 DEPARTMENTAL REPORTS

The details requested under this heading relate only to research experience offered to students during their undergraduate training, for example through project work.

1. FACTUAL INFORMATION

Each department should give a brief overview of the main aspects of its functioning:

General Comments;
Structure;
Vision, mission, aims and action plans,
Post descriptions;
Annual assignment sheets for staff [research and teaching] average times spent;
Staff evaluation reports;
Staff development programmes attended;
Minutes of departmental meetings;
Facilities and equipment;
Programme outlines/ study guides;
Style of teaching and learning;
Availability of teaching materials;
Evaluation techniques;
Research themes /projects/ publications
Service commitments.

2. COMMENTS
Comment briefly on each aspect outlines

3. SUGGESTIONS
Is the Department functioning optimally to provide relevant training in support of the national and Faculty objectives?
Is the Department well led and what leadership qualities need to be improved?

Chapter 15 Outcomes assessment
Outcomes assessment measures that address the school’s mission must be developed and implemented.

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. Evidence should be provided to demonstrate that the results of the outcomes assessment have been used to improve the quality of the school’s degree programmes.
1. FACTUAL INFORMATION

2. COMMENTS

3. SUGGESTIONS
ANNEX III
GUIDE FOR THE INTERPRETATION OF MINIMUM STANDARDS

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

- Guidelines and requirements, describing how the institutions operate and aimed at achieving comparably high standards of training
- Indicators to focus on the essential factors for determining deficiencies and classifying the situation as satisfactory, unsatisfactory or unacceptable.

Guidelines and Requirements

A OBJECTIVES: The objectives of veterinary training institutions are

A.1. to provide adequate, research-based veterinary training which enables newly graduated veterinarians to have

- a comprehensive understanding of all the factors that maintain health and production,
- detailed knowledge of all known causes of disease conditions that have an impact on animal survival, welfare or production,
- integrated knowledge and skills to examine, treat or prevent disease conditions in animals under various operational 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.
- an operational experience in the communication methodology with animal owners in order to maintain or improve animal health care and production.

A.2. to conduct research, provide postgraduate and specialist training and play a role in continuing veterinary education.

A.3. to provide services to members of the veterinary profession and the community as a whole.

A4 To continuously adapt veterinary training in order to provide veterinary graduates that can provide a service to all animal owners within the different geographic areas of the country with special focus on areas which currently have a deficiency in the availability of veterinary services.

B ORGANISATION

II.1. Veterinary training must take place within institutions of higher education, formally recognised as such in the respective country, and should be undertaken preferably by a free-standing unit, specifically established 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 curriculum must be properly integrated, with effective central veterinary control to ensure co-ordinated delivery of the
teaching programme. Such a programme must be afforded the same recognition, status and autonomy as other professional training programmes in the institution and/or the state.

II.2. The organisational structure should make possible an objective evaluation of the quality of the training provided and the skills of the graduates.

II.3. In order to ensure that the veterinary training meets the national objectives and requirements, the organisational structure should allow input from members of the profession and from the public.

II.4 Pertinent and objective evaluation of the alignment of the Faculty objectives with national objectives and needs should be part of the report under organisational structure

III FINANCE

III.1. Universities and national ministries must recognise that veterinary 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 and/or similar programmes. Core funding from central sources must reflect this fact.

III.2. Sufficient funds should be available to support the recommended teaching staff/student and teaching staff/support staff ratios.

III.3. Bearing in mind the increasing demand for specialist training, funds should be made available for places for both clinical and research postgraduate students in areas in which the school has expertise.

III.4. Veterinary education must take place in a research environment, and public funds should be made available to support research infrastructure and to provide seed money for projects.

III.5. Salaries should be sufficiently high so as to attract and retain highly qualified staff, i.e. staff with veterinary degrees and/or PhDs, and should be equivalent to those of comparably trained individuals in the non-academic sectors.

III.6. Adequate funds must be available for teaching purposes.

III.7. Adequate provision must be made to fund necessary teaching, laboratory and clinical equipment, including computers, and to replace and update such equipment at regular intervals.

III.8. Sufficient funds must be available to ensure the routine cleaning and maintenance of buildings.

III.9. Although the capital building requirements of established veterinary schools will be only occasional, funds for the construction of new
buildings, or for major renovations, must be available if and when there are significant changes in the institution's requirements due to new developments in veterinary science and the increasing demand for more experienced graduates.

III.10. Adequate funds should be provided to subsidise the clinical work in veterinary hospitals, particularly for livestock, bearing in mind that the teaching requirements preclude the provision of clinical services on a full cost-recovery basis.

III.11. Income from the clinics should in general be retained in the clinical sector to support the efforts in this area and to provide incentives to maximise earning potential, but with due regard to teaching requirements.

IV CURRICULUM

A. GENERAL

IV.a.1. The total body of knowledge of veterinary science has grown to such an extent that no one can achieve the desired high level of expertise in all fields within the time allotted for professional training. Therefore, it is desirable to combine the acquisition of basic knowledge [core component] in all fields of veterinary science with more advanced training in one given field [elective component]. This will enable qualified veterinarians to begin their careers with more confidence and autonomy (up to 20 per cent of the total training time should be devoted to this aspect).

IV.a.2. Veterinary training must comprise at least five years’ full-time theoretical and practical study.

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

IV.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 science;
- as far as possible, greater knowledge and technical skills in a specific field of veterinary science.

IV.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.

IV.a.6. Curriculum development is the responsibility of the institution as a whole, and should not be left to individual departments.
IV.a.7. The aims of the curriculum, and the learning objectives, must be clearly explained to both staff and students.

IV.a.8. These aims must reflect the needs of the profession and of society, and mechanisms must be introduced to ensure this.

IV.a.9. Methods must be established to monitor and, where necessary, amend the curriculum.

IV.a.10. The instruction provided should include basic training in all the subjects noted below, covering the major domestic species.

IV.a.11. Practical training requires the active participation of students under appropriate staff supervision (ratio of one teacher to a maximum of five students in the clinical sciences, one teacher to a maximum of eight students in other subjects).

IV.a.12. 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.

IV.a.13. Extra-mural practical training may form part of a full-time veterinary 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.

IV.a.14. The current veterinary medicine 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 course. It is to be noted that the basic subjects may be dealt with in greater detail in the later sections.

B BASIC SUBJECTS

IV.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.

IV.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.

IV.b.3. The teaching must emphasise the relationship between morphological, chemical, physical and functional expressions of the manifestations of health and disease.

IV.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 subjects must include:
Anatomy (including histology and embryology)
Biochemistry and molecular biology
Biology (including cellular biology)
Biophysics
Biostatistics
Chemistry
Epidemiology
Genetics
Immunology
Microbiology
Parasitology
Pathological anatomy (macroscopic and microscopic)
Pharmacy
Pharmacology
Physiology
Physiopathology
Scientific and technical information and documentation methods
Toxicology (including environmental pollution)

C. ANIMAL PRODUCTION

IV.c.1. This course must provide students with the basic knowledge in preparation for the study of general husbandry principles, e.g. animal behaviour and welfare, the genetic basis of animal breeding and disease, production systems, the feeding and nutrition of domestic animals and international trade in animals and animal products.

IV.c.2. The training must be orientated towards the application of clinical treatment for livestock and companion animals in preventive veterinary medicine (e.g. herd health) and the provision of advisory services.

IV.c.3 The training must ensure that new graduates are able to impart knowledge in various ways incorporating all communities.

IV.c.4. Theoretical and practical training must cover the broad requirements of the individual states.

The animal production subjects must include:

- Agronomy
- Animal behaviour (including behavioural disorders)
- Animal husbandry (including livestock production systems)
- Animal nutrition and feeding
- Animal protection and welfare
- Environmental protection
- Preventative veterinary medicine (including health monitoring programmes)
- Reproduction (including artificial breeding methods)
- Rural economics

CLINICAL SUBJECTS

IV.d.1. The course of instruction in the basic and paraclinical sciences should have laid the necessary groundwork on which to build clinical knowledge and skills.
IV.d.2. The teaching must provide the skills generally required of veterinary graduates in the individual state, whilst not precluding the acquisition of additional knowledge in selected areas for which there is less demand.

The clinical subjects must include:
- Anaesthetics
- Clinical examination and diagnosis and laboratory diagnostic methods
- Clinical medicine
- Diagnostic imaging
- Obstetrics
- Reproductive disorders
- State veterinary medicine, zoonoses, public health and forensic medicine
- Surgery
- Therapeutics

E. FOOD HYGIENE

IV.e.1. The instruction must focus on the acquisition of knowledge and skills necessary to develop and implement programmes on the supervision and assurance of:
- The quality of agri-food products and services (quality assurance, certification of companies and products)
- Food safety (in line with the principles used to develop the HACCP system) in the context of veterinary public health in the individual state (including legislative aspects).

IV.e.2. It must ensure that each student understands the fundamentals of food science and modern food technology; the scientific basis of the relationship between food and human health; and the factors underlying the quality of hygiene (of food and the environment).

The food hygiene subjects must include:
- Certification of food production units
- Food certification
- Food hygiene and food quality (including legislation)
- Food inspection, particularly food of animal origin
- Food science and technology

IV.e.3 New graduates must be able to impart knowledge in this field

F. PROFESSIONAL KNOWLEDGE

IV.f.1 The course of instruction must cover subjects necessary to prepare the graduate to perform effectively not only in the traditional veterinary practice, but also in other common professional roles.

Professional knowledge subjects must include:
- Practice management
Professional ethics
Veterinary certification and report writing
Veterinary legislation

IV.f.2 Knowledge of business and stress management
V TEACHING, QUALITY AND EVALUATION

A BASIC SUBJECTS

V.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.

V.a.2. The aim of practical training in the basic subjects is not to convert veterinary students into highly skilled laboratory workers. Practical training must serve to familiarise students with subjects studied in theoretical courses, to give them some insight into how scientific knowledge is acquired and to show them that abstract theoretical concepts can sometimes be illustrated by simple laboratory experiments.

B. ANIMAL PRODUCTION

V.b.1 Those teaching the theory of animal production subjects should also be involved in on-farm practical training.

V.b.2. Practical extramural courses should be encouraged so long as adequate quality control measures are in force. However, such courses should supplement and not replace the instruction provided by the teaching establishment.

C. CLINICAL SUBJECTS

V.c.1. Clinical courses must ensure that students become familiar with the methods of handling and examining animals prior to the start of clinical training proper.

V.c.2. Clinical instruction must take place in-groups that are small enough to ensure hands-on experience for all.

V.c.3. Students' problem solving and clinical skills should be developed through their full involvement in case management under suitable supervision. The mere observation of others practising veterinary medicine and surgery is not acceptable.

V.c.4. It is recommended that time-tabled lectures be excluded from a substantial proportion of the clinical course as they may clash with students' case management activities.

V.c.5. Those responsible for theoretical clinical training must also be involved in the practical side dealt with in the institution’s clinics.

V.c.6. The advancement of knowledge is a task involving all members of the profession. Therefore, interaction between students and clinical researchers working in the clinical field should be arranged in order to stimulate students' interest in research.

V.c.7. The placement of students in practices or in other institutions for clinical training is to be encouraged so long as there is adequate provision for quality control. However, this should be regarded as a supplement to and not a substitute for the instruction provided by veterinary schools.
D. FOOD HYGIENE

V.d.1. Practical training must familiarise students with food safety evaluation methods, especially with regard to foods of animal origin, at various stages in the food chain, particularly in slaughterhouses.

V.d.2. Such training must take place in-groups that are small enough to ensure that all students are able to gain hands-on experience.

V.d.3. It should also give students the opportunity to monitor units involved in the production, processing, distribution and consumption of foodstuffs.

V.d.4. Extramural instruction may be used to supplement the training in food hygiene so long as it is properly monitored and controlled.

E. THE TEACHING AND LEARNING ENVIRONMENT

V.e.1. The academic environment must be conducive to learning and basic and specialist facilities must be adequate.

V.e.2. Modern facilities for supervised practical work must be available.

V.e.3. Buildings must be suited to the teaching programme, and well maintained, clean and safe.

V.e.4. Courses must be well organised and managed.

V.e.5. Staff development facilities should be available, particularly in relation to teaching skills.

V.e.6. A system of reward for teaching excellence (e.g. accelerated promotion) should be established.

F. MONITORING AND EVALUATION

Of students

V.f.1. Student performance, particularly in the clinical, animal production and food hygiene subjects, must be evaluated regularly by various methods by both internal and external examiners.

V.f.2. Written, project and practical work and problem solving must all be evaluated.

V.f.3. Evaluation methods must be known and understood.

Of teachers and instruction

V.f.4. A system must be available to allow students to evaluate teachers and teaching.

V.f.5. Students should be able to participate in the design and monitoring of courses and the curriculum in general.
G. STUDENT WELFARE

V.g.1. Adequate provision must be made for student accommodation and recreation facilities.

V.g.2. The institution must provide a system of routine and special guidance for students, especially those with social problems or those having difficulties with their studies.

V.g.3. The guidance programme should also cover career development and job selection.

VI FACILITIES AND EQUIPMENT

VI.1. The site, buildings and its equipment should be conducive to teaching and to the acquisition of knowledge.

VI.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.

VI.3. Health and safety standards must be conscientiously observed, as should the requirements of good laboratory practice.

VI.4. The institution should have a clear strategy and programme for maintaining and upgrading its buildings and equipment.

VI.5 The practical side of animal production must be taught on the institution’s own farms or on farms to which it has access, to sufficiently small groups of students, thereby allowing hands-on experience for all.

VI.6. Adequate and hygienic facilities for the humane treatment of animals must be available, including provisions for hospitalisation, for operative surgery and recovery from anaesthesia, for exercise and the isolation of infectious cases.

VI.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.

VI.8. Clinical and hospital facilities must operate day and night for most of the year - i.e. like a normal practice.

VI.9. The diagnostic, medical and surgical equipment provided must promote state of-the-art practice of veterinary medicine and surgery.

VI.10. Institutions must have a mobile clinic for farm animals so that students can practise veterinary medicine on the farm under expert supervision.

VI.11. Where practical training involves the use by the institution of material obtained from slaughterhouses and unfit for human consumption, vehicles and facilities must be
properly adapted, maintained and operated to ensure the safety of students and staff and to prevent the spread of infectious agents.

VII ANIMALS AND TEACHING MATERIAL OF ANIMAL ORIGIN

VII.1. The farms should contain the major animal species relevant to veterinary practice in the individual 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.

VII.2. Adequate clinical material including all of the major species relevant to veterinary practice in the 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.

VII.3. The clinical material should be varied, providing experience in routine and more complex operations.

VII.4. The clinical services must have access to appropriate diagnostic support services.

VII.5. The clinical department(s) must maintain close links with the pathology and other diagnostic services so that students can follow cases where animals die of natural causes or are put down, and conduct post-mortem examinations. If necessary, pathology material should also be obtained from outside the institution to enhance the learning experience.

VII.6. An adequate data retrieval system must be available so that students can undertake case studies.

VII.7. The institution must ensure that the students are exposed to an adequate supply of teaching material in the food hygiene area.

VIII LIBRARY AND LEARNING RESOURCES

VIII.1. The Library and related services must help to meet the institution’s objectives and lend support to basic training, research and postgraduate studies.

VIII.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 undergraduates. The institution must provide an adequate number of places for private study in the library or elsewhere on site. The Library must be professionally managed, have good working relationships with other libraries in the area, 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.

VIII.3. The institution must provide audio-visual and information technology facilities.

IX ADMISSION AND ENROLMENT

IX.1. The veterinary course is a rigorous one, and students admitted must have proven capabilities.
IX.2. A good science background is necessary, including high standards in chemical, physical and biological sciences.

IX.3. Selection should be competitive, based upon academic achievements and on other criteria designed to demonstrate candidates’ aptitude and motivation for veterinary medicine.

IX.4. As veterinary education is expensive, the total numbers of students admitted to institutions in a given state should reflect the output required in that 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 needs in other less traditional careers.

IX.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.

X ACADEMIC AND SUPPORT STAFF

X.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 teachers.

X.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.

X.3. Academic posts must offer the security and benefits necessary to maintain staff stability, continuity and competence.

X.4. Appropriate teacher supervision requires adequate teaching staff/student and teaching staff/support staff ratios.

X.5. Overall, the academic staff should devote at least 50 per cent of their time to research and other non-teaching-related academic activities.

X.6. There should be an adequate number of suitably qualified support staff to enable the academic staff to concentrate on their major roles.

XI CONTINUING EDUCATION

XI.1. The institution should co-operate with other professional organisations and competent authorities in the design, implementation and quality control of continuing education programmes.

XI.2. It should strive to provide well-designed continuing education programmes in specific areas of practical veterinary medicine.

XII POSTGRADUATE EDUCATION

A. Towards a qualification in a specific area
XII.a.1. The institution should offer training programmes leading to qualifications in the clinical and paraclinical fields.

XII.a.2. Where appropriate, the programmes should meet the standards and regulations of the respective European specialist colleges and of the European Board of Veterinary Specialisation or equivalent bodies.

XII.a.3. The number of postgraduate places should be proportional to the annual number of graduates.

B. Research training

XII.b.1. The institution must offer postgraduate training programmes in research.

XII.b.2. These 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.

XII.b.3. The institution should provide an adequate number of places for research students.

XIII RESEARCH

XIII.1 It is desirable for undergraduate students to gain experience of research by undertaking a research project and writing a report on it.

XIII.2. The institution should offer an adequate number of international-level programmes in biomedical and veterinary research.

XIII.3. They should provide a balance between basic, applied and clinical research.

XIII.4. The institution should assign an appropriate number of academic and technical posts specifically to research.

XIII.5. The institution should also allocate adequate facilities, equipment and operating funds to research.

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 schools 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 teacher 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.

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 (extramural placements should not be included).

Only that 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:

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

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

\[\text{e3. The total number of hours of clinical training (clinical work)}\]

\(e\) 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 POST-MORTEM EXAMINATIONS

The number of post-mortem examinations carried out by the institution on cattle, small ruminants, pigs, horses, dogs and cats.

I students graduating

Number of students who received their diploma at the end of undergraduate veterinary studies during last 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 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>UNSATIS-FACTORY</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching staff</td>
<td>Teacher/student ratio</td>
<td>Teachers: (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>Support staff</td>
<td>Teacher/support staff ratio</td>
<td>Teachers (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>Theoretical, practical and clinical training</td>
<td>Ratio of theoretical training/practical and clinical training: RE</td>
<td>Theoretical training: (d) Practical and clinical training (e)</td>
<td>RE = ( \frac{d}{e} = \geq 1 )</td>
<td>RE = ( \frac{1}{0,6 &lt; x &lt; 1} )</td>
<td>R = ( \frac{1}{x &lt; 0,6} )</td>
</tr>
<tr>
<td></td>
<td>Ratio of clinical training/theoretical and practical training: RC</td>
<td></td>
<td>RC = ( \frac{1}{d+e1+e2} = \leq 4 )</td>
<td>RC = ( \frac{1}{4 &lt; x \leq 9} )</td>
<td>R = ( \frac{1}{x &gt; 9} )</td>
</tr>
<tr>
<td>Animals available to the clinic</td>
<td>Student/animal ratios</td>
<td>Students graduating: (i) Animals:</td>
<td>R = ( \frac{i}{f} = \leq 20 )</td>
<td>R = ( \frac{1}{20 &gt; x &gt; 5} )</td>
<td>R = ( \frac{1}{x &lt; 5} )</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Livestock (f)</td>
<td>R = ( \frac{1}{g} = \geq 50 )</td>
<td>R = ( \frac{1}{50 &gt; x &gt; 20} )</td>
<td>R = ( \frac{1}{x &lt; 20} )</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pets (g)</td>
<td>R = ( \frac{1}{h} = \leq 4 )</td>
<td>R = ( \frac{1}{2 &lt; x &lt; 4} )</td>
<td>R = ( \frac{1}{x &gt; 2} )</td>
</tr>
<tr>
<td>Animals available for post-mortem examinations</td>
<td>Student/post-mortem examination ratio</td>
<td>Students graduating: (i) Post-mortem examinations: (h)</td>
<td>R = ( \frac{i}{h} = \leq 4 )</td>
<td>R = ( \frac{1}{2 &lt; x &lt; 4} )</td>
<td>R = ( \frac{1}{x &lt; 2} )</td>
</tr>
<tr>
<td>Infrastructures and related activities</td>
<td>Hospitalisation of large animals Hospitalisation of small animals Isolation of infected animals Institution owns or has access to a farm Institution owns or has access to a slaughterhouse</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Emergency service</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
ANNEX IV

GUIDE TO THE ESTABLISHMENT 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 training establishment to be visited. The University/Faculty must recognise the importance of the visit in terms of the statutes of the country and also the potential benefits to the Faculty, which could arise from the visit.

I – DATE AND DURATION OF THE VISIT

The University/Faculty 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 establishment and the programme co-coordinator. The visit must take place in a period of normal activity of the establishment. It should not clash with an important event in the establishment which might seriously impede the preparations for the visit, e.g. the election of a new dean/director.

In accepting the visit, the establishment undertakes to compile a full self-evaluation report as required in terms of this document, submitting it to the programme co-coordinator at least two months prior to the visitation.

The normal plan of the visit is as follows:

- The team will arrive on a Monday at the Faculty/Institution.

- The actual visit to the establishment takes place on Tuesday through Friday.

- The exit interview of the team with the head of the establishment and his senior colleagues takes place on Friday afternoon.

- The team uses the Saturday for report writing and returns home on Sunday.

II – INFORMATION FOR THE ESTABLISHMENT TO BE VISITED

When the date of the visit is fixed, the head of the establishment should inform all the people in the establishment (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 establishment, 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, should be distributed to all persons concerned.

- 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

1. General points

The visit is intended to verify and supplement the information contained in the self-evaluation report. The actual visit to the establishment lasts four days within the general framework indicated above. The programme is established according to needs and circumstances by the head of the establishment, subject to agreement by the leader of the visitation team and by the programme co-coordinator. The programme should be finalized not less than two 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 establishment 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 computerized instruction.
- representatives of postgraduate students, interns and residents.
- the (head of the) continuing education group.
- representatives of the alumni.

- Former students who left the establishment less than five years ago to compare their training received in the establishment with the needs encountered in practice.
- Veterinarians involved regularly in the teaching at the establishment.
- Local practitioners who regularly refer their clients to the clinics of the establishment.
- representatives of the regulatory veterinary 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 establishment and his 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 establishment 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 head of the establishment and the programme co-coordinator. The University/Faculty 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, sometimes 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. 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 elaborate social functions, dinners, etc. Meals organized 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. In addition, as far as possible, the accommodation of the visitors should not be far from the establishment.

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

If the team, during the visit, requires more information, this request is channeled through the head of the establishment, who ensures a timely response.

Badges should be worn by all persons met during the visit and by the visitation team members themselves. Badges should be legible at a distance.

2. Meetings

It is of critical importance that all persons participating in meetings with the visitation team should have read (at least the relevant parts of) the self-evaluation report.

The number of people attending each meeting should be sufficient so that varied contributions can be made, but not too many as this will slow down the discussion (maximum around ten).

The leader of the visitation team leads the discussions in all meetings. The head of the establishment is not normally required to attend the meetings, except where his presence is specifically requested. The members of the visitation team may wish to meet a given group of representatives more than once.
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 establishment, so that everyone at the establishment should be aware of this opportunity.

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.

The people who are met should be well aware that their research work is mostly outside the scope of the visit, which focuses on the undergraduate teaching in the establishment.

All staff and students should be informed in advance that the team will be looking around, but that it 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 establishment and the chairman of the visitors, the group may be divided into subgroups when visiting (parts of) the facilities.

In almost all establishments it will be necessary to provide the visitors with a plan of the establishment. The order of the visit, including information about which storeys of buildings will be visited, should be indicated in advance.

5. Format of the self-evaluation report to be prepared by the faculty

5.1 An introduction by the Dean/Faculty Executive including:

- vision and mission statements

- an overview of the activities and accomplishments of the Faculty

- a review of the current strengths and weaknesses of the Faculty and recommendations for improvements

- future initiatives under consideration
The Faculty Handbook should be appended to this section of the report.

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

- management structures
- administrative and other support structures
- departmental structures
- annual income and expenditure statement (sources of income should be specified)

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

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 Faculty
- the number of applicants and the number of admissions for the current year
- the number of male & female students of each population group in each year of the veterinary and para-veterinary programmes
- the number of graduates for each of the preceding 5 years
- details of counseling, tutor, mentor, financial and other support programmes for students

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

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

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

5.8 Departmental reports prepared by the Heads of Departments to include:
· outlines of departmental structures and management

· copies of departmental vision & 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 3 months

· summary of facilities and equipment with specific comments on additional needs

· programme outlines/study guides for each veterinary and para-veterinary undergraduate programmes 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 3 years

· details of departmental service commitments

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.

5.10 Reports by the Chief Librarian, Computer Network Manager and Heads of the Computer Aided Instruction & Testing Unit and the Audiovisual Production Unit regarding budgets, personnel, equipment, facilities, operating hours and holdings.
GUIDELINES FOR THE VISITATION TEAM MEMBERS

This document gives, in chronological order, for the attention of the visitation team members, information relating to the preparation and execution of the visit to the veterinary training establishment and to the preparation of their report.

I – STUDY OF THE SELF EVALUATION REPORT

Each visitation team member should receive the self-evaluation report (SER) at least two 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 familiarize him/herself with the various aspects of the veterinary teaching establishment which is to be visited. In addition, the chairperson 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-coordinator a draft report upon the sections of the SER for which the chairperson has made him 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 chairperson 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 establishment in writing ahead of the visit via the programme co-coordinator. The chairperson of the visitation team assembles the questions sent to him (at least three weeks before the visit) by the visitation team members for onward transmission to the programme co-coordinator.

II – TRAVEL ARRANGEMENTS

At least three months before the visit, the programme co-coordinator 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 travel insurance is appropriate for the period of the visit to South Africa, if applicable.

III – THE VISIT

Visits need five full days. Four are for visiting the facilities and holding discussions; the fifth is for the team to write its report. A visit must 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: visit facilities, hold discussions
- Friday: team works intensively on its report and conducts the exit meeting
- Saturday: team drafts the 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 should certainly not be seen as 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 establishment appropriate to the needs of the profession in each area of study?
- Are the resources adequate for attaining these objectives?
- Are the resources allocated and used efficiently?
- Can it be considered that the establishment 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 organize their questions.

During the interviews the chairperson will lead the discussions, at the same time ensuring that team members are given opportunities to introduce discussions related to their assigned areas. He 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 establishment does not normally attend the meetings, except where his 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 teachers and students).

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

The group of visitation team members 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 chairperson of the visitation team should during the final meeting (also called the exit interview) with the head of the establishment and his 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 chairperson is not open for discussion during the final meeting and no written text is given to the establishment 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.

IV – THE REPORT OF THE GROUP OF 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-coordinator, 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 establishment 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 establishment) that the report describes the situation as observed at the time of the visit. Although the establishment may present the most wonderful 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:

- Firstly, weaknesses (category I deficiencies) which, if allowed to persist, lead the visitors to conclude that the training given by the establishment does not conform to the requirements of the SAVC.
- Secondly, suggestions for changes which the visitation team members consider would improve the training, even though they do not relate to weaknesses that seem to effect conformity of the training requirements. In particular, attention should be drawn to features of the training that do not 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 Education Committee. It is up to the Education Committee 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.

In the week or so following the visit, the programme co-coordinator completes the first full draft version of the report (Draft A). This is sent to the visitation team members for comments.

After consultation with the chairman of the visitation team, Draft B, incorporating the visitation team members' comments, is prepared and sent to the head of the
establishment 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 establishment (or his nominee) and the chairman 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 establishment 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 establishment 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 establishment and by the competent authority.

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