

***STANDARDS FOR THE ACCREDITATION  
OF  
VETERINARY SCHOOLS  
IN THE  
CARIBBEAN COMMUNITY  
(CARICOM)***

**Caribbean Accreditation Authority  
for Education in Medicine  
and other Health Professions**

**CAAM- 2007**

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# STANDARDS FOR ACCREDITATION OF VETERINARY SCHOOLS

## Introduction

Accreditation is a peer review process designed to attest to the educational quality of new and established educational programmes. The Caribbean Accreditation Authority for Education in Medicine and other Health Professions (CAAM), is established to accredit medical, dental, veterinary and other health professions education programmes leading to professional degrees required for practise in CARICOM member states. By judging the compliance of professional education programmes with nationally and internationally accepted standards of educational quality, this accreditation agency serves the interests of the general public in the CARICOM member states and the interest of the students enrolled in the programmes of the schools. The Accreditation reports are intended to attest to member governments, registration bodies (local, regional and international) as well as education institutions, the quality of the programmes offered by the participating institutions.

To achieve and maintain accreditation, veterinary education programmes must meet the standards portrayed in this document. The standards are provided in both a narrative format (Part 1) that illustrates how standards relate to each other, and in a list format (Part 2) that allows the inclusion of explanatory annotations to clarify the operational meaning of standards when necessary. The standards deal with the following areas:

1. The Institutional Setting
2. The Students
3. Education Programmes
4. The Faculty
5. Educational Resources
6. Continuing Professional Education

These standards have been compiled consistent with those of regional veterinary authorities, those of the accreditation authorities of the USA, Canada and Great Britain.

The broad aim is to produce veterinary practitioners for the region who are trained in and can demonstrate and accept responsibilities in a wide variety of areas inclusive of health promotion, illness prevention, diagnosis and treatment within diverse animal species and veterinary careers. Training in clinical skills is a primary focus in establishing these standards for veterinary education and is dependent on achieving high professional clinical and ethical standards, judgment and skills. Emphasis is to be placed on acquiring 'day one' or 'entry level' competence on graduation and foster life-long learning and development. Veterinarians should also be capable of contributing to the general debate on the provision of healthcare to individuals, communities and societies in the care of the diverse animals that they are responsible for.

## **Part 1: Accreditation Standards**

### **I. The INSTITUTIONAL SETTING**

The goal of each programme of veterinary education leading to a BVSc /DVM degree, or equivalent, must be the meeting of standards for accreditation of the Caribbean Accreditation Authority for Education in Medicine and other Health Professions (CAAM).

#### **A. Governance and Administration**

A Veterinary school should be part of a university, or chartered as an institution by the government of the jurisdiction in which it operates.

The manner in which the veterinary school is organised, including the responsibilities and privileges of administrative officers, faculty, students and committees must be promulgated in the school or university by-laws. The governing body responsible for oversight of the veterinary school should be composed of persons who have the educational needs of the institution as a primary interest and have no clear conflicts of interest in the operation of the school, its associated hospitals, or other related teaching or service facilities. Any conflict of interest by board members should be declared to the CAAM. The terms of office of governing body members should be sufficiently long to permit them to gain an understanding of the programmes of the school.

Administrative officers and members of the faculty must be appointed by, or on the authority of, the governing body of the school or its parent university. The dean or chief official of the veterinary school must have ready access to the administrative head of the university or other university official charged with final responsibility for the school, and to other university officials as are necessary to fulfill the responsibilities of the dean's office. There must be a clear understanding of the authority and responsibility for veterinary school matters among the administrative officials of the university, the dean of the school, the faculty, and the administrative officials of other components of the teaching complex and of the university.

The dean or chief official of the veterinary school must be qualified by education and experience to provide leadership in veterinary education, scholarly activity, and the dean or their deputy in the care of diverse animal species. The veterinary school administration should include such associate or assistant deans, department chairs/heads, leaders of other organisational units, and staff as are necessary to accomplish the missions of the school.

#### **B. Academic Environment**

A veterinary school should be a component of a university offering other graduate, research and professional degree programmes that contribute to the academic environment of the school. The programme of professional education must be conducted in an environment that fosters the intellectual challenge and spirit of inquiry appropriate to a community of scholars. Students should have the opportunity to participate in research and other scholarly activities of the faculty. Faculty members should work together in teaching, research, and appropriate health care delivery programmes.

## **II. The STUDENTS**

### **A. Admissions**

#### **1. Requirements**

Students studying veterinary medicine should acquire a broad education, including the sciences, humanities and social sciences. Course requirements prior to entry should be those deemed essential preparation for completing the veterinary school curriculum.

#### **2. Selection**

The school must develop criteria and procedures for the selection of students, and these must be made readily available to potential applicants and their academic advisors. The final responsibility for selecting students to be admitted to the school must reside with a duly constituted faculty committee.

The school must have a pool of applicants sufficiently large and with appropriate qualifications to fill its entering class. Schools must select students who possess the intelligence, integrity, personal and emotional characteristics necessary for them to become effective veterinarians. The selection of individual students should not be influenced by political, gender, racial, cultural or socio-economic origins, and should be guided by policies and practices that mirror the diversity of the community it serves. Each school must develop and publish technical standards for admission of handicapped applicants.

The institution's catalogue or equivalent information materials must describe the requirements for the qualifying degree and all associated joint degree programmes, provide the most recent academic calendar for each curricular option, and describe all required courses and clerkships offered by the school. The catalogue or informational materials must also enumerate the school's academic requirement and criteria for selecting students, and describe the admissions process.

#### **3. Visiting and Transfer Students**

Institutional resources to accommodate the requirements of any visiting or transfer students must not significantly diminish the resources available to existing enrolled students. Transfer students must demonstrate achievements in admission criteria and veterinary school education comparable to those of students in the class that they join. Transfer students should not be accepted into the final year of the programme except under exceptional circumstances.

The school should verify the credentials of visiting students, formally register and maintain a complete roster of such students, approve their assignments, and provide evaluations to their parent schools.

## **B. Student Services**

### ***1. Academic and Career Counselling***

The system of academic advising for students must integrate the efforts of faculty members, course directors, and student affairs officers with the school's counselling and tutorial services. There must be a system to assist students in career choice and application to any extra-mural or postgraduate programmes, and to guide students in choosing elective courses. If students are permitted to take electives at other institutions, there should be a system in the dean's office to review the students' proposed extramural programmes prior to approval and to ensure the return of a performance appraisal by the host programme.

The process of applying for extra-mural and postgraduate programmes should not disrupt the education of the students.

### ***2. Financial Aid Counselling and Resources***

A school must provide students with effective financial aid and management counselling. Schools should develop financial aid resources that minimise student indebtedness.

### ***3. Health Services and Personal Counselling***

Each school must have an effective system of personal counselling for its students that includes programmes to promote the well-being of students and facilitate their adjustment to the physical and emotional demands of veterinary school. Students must have access to confidential counselling and health services. Except in compelling circumstances no confidential reports may be used in the academic evaluation or promotion of students receiving those services. Health services and/or insurance must be available to all students, and all students must have access to disability insurance and to preventive and therapeutic health services.

Veterinary schools should follow national guidelines in determining appropriate immunisations for its students. Schools must have policies addressing student exposure to infectious and environmental hazards.

## **C. The Learning Environment**

In the admissions process and throughout veterinary school, there should be no discrimination on the basis of gender, sexual orientation, age, race, social origins, politics or religion. Each school must define and publicise the standards of conduct for the teacher-learner relationship, and develop written policies for addressing violations of those standards.

The school must publicise to all faculty and students its standards and procedures for the evaluation, advancement, and graduation of its students and for disciplinary action. There must be a fair and formal process for taking any action that adversely affects the status of a student. Student records must be confidential and available only to members of the faculty and administration with a need to know, unless released by the student or as otherwise governed by laws concerning confidentiality.

Students must be allowed to review and challenge their records. Schools should ensure that students have adequate study space, lounge areas, and personal lockers or other secure storage facilities.

### **III. EDUCATIONAL PROGRAMME**

CAAM sees the veterinarians trained for functioning in the CARICOM member countries as being able to work in the community as an isolated practitioner, as well as in a veterinary hospital or clinic setting. The veterinary practitioner in the Caribbean should be a promoter of health for the individual animal as well as populations of animals and for the community; and should be able to diagnose and treat illness in individual animals and populations of animals in resource constrained circumstances. They must be aware of modern techniques of care and how they may be accessed when not available in the settings in which they practise. The veterinarian practising in the Caribbean must be au fait with International codes of conduct for their profession, particularly as they relate to the control of disease, nationally, regionally, and internationally; and practise within the law and ethical code of conduct of the country in which they practise. They should be an advocate for the rights of animals, particularly those that are endangered within the society and do so irrespective of socio-economic, religious, political or other considerations.

#### **A. Educational Objectives**

The veterinary school faculty must define the objectives of the school's educational programme. The objectives for clinical education must include quantified criteria for the types of animal patients, the level of student participation, and the appropriate clinical settings needed for the objectives to be met. The objectives of the educational programme must be made known to all students and to the faculty, residents / junior staff, and others with responsibilities in the education programme.

#### **B. Structure**

##### **1. *General Design***

The degree programme of veterinary education must include at least 130 weeks of instruction delivered over at least 4 calendar years. The faculty must design a curriculum that provides a general professional education, and fosters in students the ability to learn through self-directed, independent study throughout their professional lives.

The curriculum must provide an understanding of the central biological principles and mechanisms that underlie animal health and disease from the molecular and cellular level to organismal and population manifestations.

Students should undergo scientific, discipline-based instruction in order to gain an understanding of normal function, homeostasis, pathophysiology, mechanisms of health/disease, and the natural history and manifestations of important animal diseases, domestically, regionally and internationally.

There should be instruction in both the theory and practice of medicine and surgery applicable to a broad range of species. The instruction must include principles and hands-on experiences in physical

and laboratory diagnostic methods and interpretation (including diagnostic imaging, diagnostic pathology, and necropsy), disease prevention, bio-security, therapeutic intervention (including surgery), and animal management and care (including intensive care, emergency medicine and isolation procedures) involving clinical diseases of individual animals and populations of animals. Instruction should emphasise problem solving that results in making and applying medical judgments, utilizing the principles of epidemiology, and knowledge of the zoonoses, food safety, the interrelationship of animals and the environment; in other words the contribution of the veterinarian to the overall public and professional healthcare teams.

There must be comparable educational experiences and equivalent methods of evaluation across all instructional sites within a given discipline. Accredited programmes must notify CAAM of plans for any major modification of the curriculum.

## ***2. Content***

The curriculum must include behavioural and socio-economic subjects, in addition to basic science and clinical disciplines. It must include the contemporary content of those disciplines that have been traditionally titled anatomy, biochemistry, genetics, physiology, microbiology and immunology, parasitology, pathology, veterinary public health, pharmacology and therapeutics, toxicology, community and preventive medicine, and the promotion of health in animals, in individuals and in the community. There should be specific instruction in radiological protection, information technology, and legal and ethical professional responsibilities. Instruction within the basic sciences should include laboratory or other practical exercises that entail accurate observations of biomedical phenomena. Critical analyses of data must be a component of all segments of the curriculum.

Opportunities must be given for students to learn how to acquire information from (diagnostic history) and about (archival documents) animal patients, to obtain, store and retrieve such information, and to communicate such information effectively. Students should gain an understanding of the delivery of professional services to the public, personal and business finance and management skills; and gain an understanding of the breadth of veterinary medicine, career opportunities and other information about the profession.

Students must acquire the knowledge, skills, values, attitudes, aptitudes and behaviours necessary to address responsibly the health of animals in the context of changing societal values and expectations. Students' clinical experiences must utilise outpatient, inpatient and emergency settings. Educational opportunities must be available in areas such as practice management, research, ethical conduct and the impact of organisation of human and animal health services in society. The curriculum must include elective courses to supplement required courses.

Unless specifically and adequately covered in the pre-veterinary school requirements, the curriculum should include theoretical and practical training in animal production through an understanding of general husbandry principles such as animal care and welfare, accommodation, nutrition and feeding, genetics in breeding and disease, behaviour, reproduction including artificial breeding and production systems. The course should serve to heighten awareness of the state of normal health, engender familiarity with clinical treatment of animals, and highlight methods of preserving herd/flock health of the major species of livestock and companion animals.

There must be specific instruction in communication skills as they relate to professional responsibilities, including communication with clients, colleagues, other health professionals, groups and communities. The faculty and students must demonstrate an understanding of the manner in which people of diverse cultures and belief systems perceive health and illness in animals and respond to various symptoms, diseases, and treatments.

### **C. Teaching and Evaluation**

Faculty, graduate students or postdoctoral fellows who supervise or teach veterinary students, must be familiar with the educational objectives of the course or clerkship and be prepared for their roles in teaching and evaluation. Supervision of student learning experiences must be provided throughout required clerkships by members of the school's faculty.

The faculty must establish a system for the evaluation of student achievement throughout the course that employs a variety of measures of knowledge, skills, behaviours, and attitudes. There must be ongoing assessment that assures students have acquired and can demonstrate on direct observation the core clinical skills, behaviours, and attitudes that have been specified in the school's educational objectives. There must be evaluation of problem solving, clinical reasoning, interdisciplinary linking and communication skills.

The faculty of each discipline should set the objectives for achievement in that discipline. The directors of all courses and clerkships must design and implement a system of formative and summative evaluation of student achievement in each course and clerkship. Each student should be evaluated early enough during a unit of study to allow time for remedial work. Narrative descriptions of student performance including personal qualities and interactions should be included as part of evaluations in all required courses and clerkships where teacher-student interaction permits these forms of assessment.

### **D. Curriculum Management**

#### ***1. Roles and Responsibilities***

There must be integrated institutional responsibility for the overall design, management, delivery and evaluation of a coherent and coordinated curriculum. The programme's faculty must be responsible for the detailed design and implementation of the components of the curriculum. The objectives, content, and pedagogy of each segment of the curriculum, as well as for the curriculum as a whole, must be subject to periodic review and revision by the faculty.

The academic faculty must have sufficient resources and authority to fulfill the responsibility for the management and evaluation of the curriculum. The faculty committee responsible for the curriculum must monitor the content provided in each discipline so that the school's educational objectives will be balanced and achievable. The committee should give careful attention to the impact on students of the amount of work required, including the frequency of examinations and their scheduling.

## ***2. Geographically Separated Programmes***

The school's academic officers must be responsible for the conduct and quality of the educational programme and for assuring the adequacy of faculty at all educational sites. The principal academic officer of each geographically separate site must be administratively responsible to the chief academic officer of the veterinary school conducting the educational programme. The faculty in each discipline at all sites must be functionally integrated by appropriate administrative mechanisms.

There must be a single standard for promotion and graduation of students across geographically separate campuses. The parent school must assume ultimate responsibility for the selection and assignment of all veterinary students when geographically separated campuses are operated. Students assigned to all campuses should receive the same rights and support services. Students should have the opportunity to move among the component programmes of the school.

### **E. Evaluation of Programme Effectiveness**

To guide programme improvement, veterinary schools must evaluate the effectiveness of the educational programme by documenting the extent to which its objectives have or have not been met. In assessing programme quality, schools must consider student evaluations of their courses and teachers, and an appropriate variety of outcome measures. Veterinary schools should evaluate the performance of their students and graduates in the framework of national, regional and international norms of accomplishment, including assessments of individuals by the community.

## **IV. The FACULTY**

### **A. Number, Qualifications, and Functions**

The recruitment and development of a veterinary school's faculty should take into account its mission, the diversity of its student body, and the population that it serves. There must be a sufficient number of faculty members in the subjects basic to veterinary sciences and in the clinical disciplines to meet the needs of the educational programme and the other missions of the school.

Persons appointed to a faculty position should have demonstrated achievements commensurate with their academic rank. Members of the faculty must have the capability and continued commitment to be effective teachers. Faculty members should have a commitment to continuing scholarly productivity characteristic of an institution of higher learning. The school's faculty must make decisions regarding student admissions, promotion, and graduation, and must provide academic and career counselling for students.

### **B. Personnel Policies**

There must be clear policies for faculty appointment, renewal of appointment, promotion, granting of tenure, and dismissal that involve the faculty, the appropriate department heads, and the dean. The school should have policies that deal with circumstances in which the private interests of faculty members or staff may be in conflict with their official responsibilities.

Faculty members should receive written information about their terms of appointment, responsibilities, lines of communication, privileges and benefits, and, where relevant, the policy on practice earnings. They should receive regularly scheduled feedback on their academic performance and their progress toward promotion. Opportunities for professional development must be provided to enhance faculty members' skills and leadership abilities in education and research.

### **C. Governance**

The dean and a committee of the faculty should determine school policies. Schools should have mechanisms for direct faculty involvement in decisions related to the educational programme. The full faculty should meet often enough for all faculty members to have the opportunity to participate in the discussion and establishment of the school's policies and practices.

## **V. EDUCATIONAL RESOURCES**

The CAAM must be informed of any substantial change in the number of students enrolled or in the resources of the institution, including the faculty, physical facilities, or the budget.

### **A. Finances**

The present and anticipated financial resources of a school must be adequate to sustain a sound programme of veterinary education and to attain other institutional goals. Pressure for institutional self-financing must not compromise the educational mission of the school nor cause it to enroll more students than its total resources can accommodate.

### **B. General Facilities**

A veterinary school must have, or have the assured use of, buildings, resources for large and small animal care, and equipment appropriate to achieve its educational and other goals. Ambulatory / field service vehicles, seminar rooms, and other teaching spaces shall be clean and maintained in good repair. Appropriate security systems should be in place at all educational sites.

### **C. Clinical Teaching Facilities**

The school must have, or have the assured use of, appropriate resources for the clinical instruction of its students. A hospital or clinic facility that serves as a major site for veterinary student education must have appropriate instructional equipment, facilities and information resources. These should include but not limited to pharmacy, diagnostic imaging, diagnostic support services, dedicated isolation facilities, intensive/critical care, ambulatory/field service vehicles, and necropsy facilities. Facilities for the housing of animals shall not only be sufficient in number, but properly constructed, and maintained in a manner consistent with accepted animal welfare standards. Adequate teaching, laboratory, research, and clinical equipment must be available for examination, diagnosis, and treatment of all animals used by the college. Safety of personnel and animals must be assured.

Required clerkships should wherever possible be conducted in settings where staff, including those in graduate programmes, participate in teaching the students with faculty guidance. There must be written and signed affiliation agreements between the veterinary school and its clinical affiliates that define, at a minimum, the responsibilities of each party related to the educational programme. In the relationship between the school and its clinical affiliates, the educational programme for the students must remain under the control of the school's faculty.

#### **D. Information Resources and Library Services**

The veterinary school must have access to a well-maintained library and information facilities, sufficient in size, breadth of holdings, and information technology to support its education needs. The library and information services staff must be responsive to the needs of the faculty, junior staff /postgraduates, and students.

### **VI. CONTINUING PROFESSIONAL EDUCATION**

A veterinary school must provide education programmes for the continuing professional education of its graduates. Where appropriate such programmes should be done in consultation and cooperation with national and regional authorities to satisfy professional practice requirements. The continuing education programmes should have the organisational structure and resources necessary to provide CPE activities of acceptable educational standard and promote quality of care through self-evaluation conducted according to standards and criteria, developed by the school in keeping with national, regional and international standards.

An accredited veterinary school which cooperates with national and regional authorities in the setting and administration of professional examinations that national authorities may deem necessary to determine the competence to license veterinary practitioners, should conduct those examinations using sound education principles. Such examinations may include veterinarians, approved by the school and the requesting authorities, as examiners competent in evaluating the work of examination applicants.

## **Part 2: Explanatory Annotations**

### **I. The INSTITUTIONAL SETTING**

- IS-1 The goal of each programme of veterinary education leading a professional qualifying degree in the CARICOM region must be to meet the standards for accreditation by the Caribbean Accreditation Authority for Education in Medicine and other Health Professions (CAAM).

The accreditation process requires educational programmes to provide assurances that their graduates exhibit general professional competencies that are appropriate for entry to veterinary practise, and serve as the foundation for life-long learning and proficient animal care.

While recognizing the existence and appropriateness of diverse institutional missions and educational objectives, the CAAM subscribes to the proposition that local circumstances do not justify accreditation of a substandard programme of veterinary education.

### **A. Governance and Administration**

- IS-2 A Veterinary school is part of a university or chartered as an institution by the government of the jurisdiction in which it operates.

Accreditation will be conferred only on those programmes that are legally authorized under applicable law to provide a programme of professional education.

- IS-3 The manner in which the veterinary school is organised, including the responsibilities and privileges of administrative officers, faculty, students and committees must be promulgated in the veterinary school or university bylaws.
- IS-4 The governing body responsible for oversight of the veterinary school must be composed of persons who have the educational needs of the institution as their first priority and no clear conflict of interest in the operation of the school, its associated hospitals, or any related enterprises.
- IS-5 The terms of the governing body members should be sufficiently long to permit them to gain an understanding of the programmes of the veterinary school.
- IS-6 Administrative officers and members of the veterinary school faculty must be appointed by, or on the authority of, the governing body of the veterinary school or its parent university.
- IS-7 The dean or chief official of the veterinary school, must have ready access to the administrative head of the university or other university official charged with final responsibility for the school, and to other university officials as are necessary to fulfill the responsibilities of the dean's office.

- IS-8 There must be clear understanding of the authority and responsibility for veterinary school matters among the administrative officials of the university, the dean of the school, the faculty, and the administrative officials of other components of the teaching complex and of the university.
- IS-9 The dean must be qualified by education and experience to provide leadership in veterinary education, scholarly activity, and he/she or his/her deputy in the care of animals.
- IS-10 The veterinary school administration should include such associate or assistant deans, department chairs, leaders of other organisational units, and staff as are necessary to accomplish the missions of the school.

There should not be excessive turnover or long-standing vacancies in school leadership. Veterinary school leaders include the dean, vice/associate deans, department chairs, and others where a vacancy could negatively impact institutional stability, especially planning for or implementing the educational programme. Areas that commonly require administrative support include admissions, student affairs, academic affairs, faculty affairs, postgraduate education, continuing education, hospital relationships, research, business and planning, and fund raising.

## **B. Academic Environment**

- IS-11 A veterinary school should be a component of a university offering other graduate, research and professional degree programmes that contribute to the academic environment of the veterinary school.

There should be regular and formal review of all graduate and professional programmes in which the school's faculty participate, to foster adherence to high standards of quality in education, research, and scholarship, and to facilitate the progress and achievement of the trainees.

- IS-12 The programme of veterinary education must be conducted in an environment that fosters the intellectual challenge and spirit of inquiry appropriate to a community of scholars.
- IS-13 Students should have the opportunity to participate in research and other scholarly activities of the faculty.
- IS-14 Veterinary and where appropriate medical school faculty members from different disciplines should work together in teaching, research, and appropriate health care delivery programmes.

Because the education of veterinary students and graduate students requires an academic environment that provides close interaction among faculty members, those skilled in teaching and research in the basic sciences must maintain awareness of the relevance of their disciplines to clinical problems. Conversely, clinicians must maintain awareness of the contributions that basic sciences bring to the understanding of clinical problems. These reciprocal obligations emphasise the

importance of collegiality among veterinary and medical school faculty across disciplinary boundaries and throughout the continuum of veterinary education.

## **II. The STUDENTS**

### **A. Admissions**

#### **1. Entry Requirements**

VS-1 Students studying to be veterinarians should acquire a broad education, including the humanities and social sciences.

An undergraduate degree or an adequate level in the sciences is necessary for entrance into veterinary school. A general education that includes the social sciences, arts, and languages is increasingly important for the development of professional competencies outside of the scientific knowledge domain.

VS-2 Entry requirements should be restricted to those deemed essential preparation for completing the veterinary school curriculum.

#### **2. Selection**

VS-3 The faculty of each school must develop criteria and procedures for the selection of students that are readily available to potential applicants and to their collegiate advisors.

VS-4 The final responsibility for selecting students to be admitted for veterinary studies must reside with a duly constituted faculty committee.

Persons or groups external to the veterinary school may assist in the evaluation of applicants but should not have decision-making authority.

VS-5 The veterinary school should have a pool of applicants sufficiently large and possessing the published qualifications to fill its entering class.

The size of the entering class and of the student body as a whole should be determined not only by the number of qualified applicants, but also the adequacy of critical resources:

- Finances.
- Size of the faculty and the variety of academic fields they represent.
- Library and information systems resources.
- Number and size of classrooms, student laboratories, and clinical training sites and facilities.
- Animal numbers and variety.
- Student services.

- Instructional equipment.
- Space for the faculty.

Class size considerations should also include:

- The need to share resources to educate graduate students or other students within the university.
- The size and variety of graduate education programmes.
- Responsibilities for continuing education programmes, animal care, research, the size of the community and the sensibility of individual clients.

VS-6 Veterinary schools must select students who possess the intelligence, integrity, and personal and emotional characteristics necessary for them to become effective veterinarians in the social as well as the scientific sense.

VS-7 The selection of individual students should not be influenced by political or financial factors.

VS-8 The veterinary school should have policies and practices ensuring the gender, racial, cultural, and economic diversity of its students.

The standard requires that the school's student body exhibit diversity in the dimensions noted. The extent of diversity needed will depend on the school's missions, goals, and educational objectives, expectations of the community in which it operates, and its implied or explicit social contract at the national level.

VS-9 Each school must develop and publish technical standards for admission of handicapped applicants.

VS-10 The institution's catalogue or equivalent informational materials must describe the requirements for the professional degree and all associated joint degree programmes; provide the most recent academic calendar for each curricular option, and describe all required courses and clerkships offered by the school.

A veterinary school's publications, advertising, and student recruitment should present a balanced and accurate representation of the mission and objectives of the programme.

VS-11 The school's catalogue or informational materials must enumerate the school's criteria for selecting students, and describe the admissions process.

### ***3. Visiting and Transfer Students***

VS-12 Institutional resources to accommodate the requirements of any visiting and transfer students must not significantly diminish the resources available to existing enrolled students.

- VS-13 Transfer students must demonstrate achievements in pre-veterinary or appropriate equivalent education comparable to those of students in the class that they join.
- VS-14 Prior course work taken by students who are accepted for transfer or admission to advanced standing must be compatible with the programme to be entered.
- VS-15 Transfer students should not be accepted into the final year of the programme except under rare circumstances.
- VS-16 The accepting school should verify the credentials of visiting students, formally register and maintain a complete roster of such students, approve their assignments, and provide evaluation to their parent schools.

Registration of visiting students must allow the school accepting them to establish protocols or requirements for health records, immunisations, exposure to infectious agents or environmental hazards, insurance, and liability protection comparable to those of their own enrolled students.

- VS-17 Students visiting from other schools for clerkships and electives must possess qualifications equivalent to students they will join in these experiences.

## **B. Student Services**

### ***1. Academic and Career Counselling***

- VS-18 The system of academic advising for students must integrate the efforts of faculty members, course directors, and student affairs' officers with the school's counselling and tutorial services.
- VS-19 There must be a system to assist students in career choice and application to internship, and postgraduate programmes, and to guide students in choosing elective courses.
- VS-20 If students are permitted to take electives at other institutions, there should be a system centralized in the dean's office to review students' proposed extramural programmes prior to approval and to ensure the return of a performance appraisal by the host programme.
- VS-21 The process of applying for internship or graduate programmes should not disrupt the general veterinary education of the students.

### ***2. Financial Aid Counselling and Resources***

- VS-22 The school must provide students with effective financial aid and debt management counselling.

In providing financial aid services and debt management counselling, schools should pay close attention and alert students to the impact of non-educational debt on their

cumulative indebtedness.

### **3. Health Services and Personal Counselling**

VS-23 Each school must have an effective system of personal counselling for its students that includes programmes to promote the well-being of students and facilitate their adjustment to the physical and emotional demands of veterinary school.

VS-24 Students must have access to confidential counselling and health services. No confidential report may be used in the academic evaluation or promotion of students receiving those services.

VS-25 Health services / insurance must be available to all students, and all students must have access to disability insurance and to preventive and therapeutic health services.

VS-26 Veterinary schools should follow national guidelines in determining appropriate immunisations for the veterinary students.

The schools should follow guidelines issued by the country's ministry of health in the location of their training or elective programme.

VS-27 Schools must have policies addressing student exposure to infectious and environmental hazards.

The policies should include:

- education of students about methods of prevention and control of cross-infection, in animals and humans;
- the procedures for care and treatment after exposure, including definition of financial responsibility; and
- the effects of infectious and environmental disease or disability on student learning activities.

All registered students (including visiting students) need to be informed of these policies before undertaking any educational activities that would place them or clients at risk.

### **C. The Learning Environment**

VS-28 In the admissions process and throughout veterinary school there should be no discrimination on the basis of gender, sexual orientation, age, race, religion, or creed.

VS-29 The school must define and publicise the standards of conduct for the teacher-learner relationship, and develop written policies for addressing violations of those standards.

The standards of conduct may originate from other sources such as the parent university. Mechanisms for reporting violations of these standards, such as incidents

of harassment or abuse, should assure that complaints can be registered by the student and investigated without fear of retaliation.

The policies should specify mechanisms for the prompt handling of such complaints and promote educational activities aimed at preventing inappropriate behaviour.

VS-30 The school must publicise to all faculty and students its standards and procedures for the evaluation, advancement, and graduation of its students and for disciplinary action.

VS-31 There must be a fair and formal process for taking any action that adversely affects the status of a student.

The process should include timely notice of the impending action, disclosure of the evidence on which the action would be based, an opportunity for the student to respond, and an opportunity to appeal any adverse decision related to promotion, graduation, or dismissal.

VS-32 Student records must be confidential and available only to members of the faculty and administration with a need to know, unless released by the student or as otherwise governed by laws concerning confidentiality.

VS-33 Students must be allowed to review and challenge their records.

VS-34 A school should ensure that students have adequate study space, lounge areas, and personal lockers or other secure storage facilities.

### **III. The EDUCATIONAL PROGRAMME**

#### **A. Educational Objectives**

ED-1 The veterinary school faculty must define the objectives of its educational programmes.

Educational objectives are statements of the knowledge, skills, behaviours, and attitudes that students are expected to exhibit. They are not statements of mission or broad institutional purpose, such as education, research, health care, or community service. Educational objectives state what students are expected to learn, not what is to be taught.

Student achievement of these objectives must be documented by specific and measurable outcomes (e.g., measures of basic science grounding in the clinical years, examination results, performance in licensing examinations, etc.)

ED-2 The objectives for clinical education must include quantified criteria for the types of animal patients, the level of student responsibility, and the appropriate clinical settings needed for the objectives to be met.

Each course or clerkship that requires animal patient interactions should specify the numbers and kinds of animals that students must see in order to achieve the objectives of the learning experience. They should also specify the extent of student interaction with animal patients and the venue(s) in which the interactions will occur. Courses and clerkships must monitor and verify the number and variety of encounters in which students participate, and if necessary adjustments in the criteria made without sacrificing educational quality.

- ED-3 The objectives of the educational programme must be made known to all veterinary students and to the faculty, graduate staff, and others with direct responsibilities for veterinary student education.

Among those who should exhibit familiarity with the overall objectives for the education of veterinary students are the dean and the academic leadership of any clinical affiliates where the educational programmes take place.

## **B. Structure**

### **1. General Design**

- ED-4 The degree programme of veterinary education must include at least 130 weeks of instruction delivered over at least 4 calendar years.
- ED-5 The veterinary faculty must design a curriculum that provides a general professional education, and fosters in students the ability to learn through self-directed, independent study throughout their professional lives.
- ED-6 The curriculum must incorporate the fundamental principles of veterinary medicine and its underlying scientific concepts; allow students to acquire skills of critical judgment based on evidence and experience; and develop students' ability to use principles and skills wisely in solving problems of health and disease.
- ED-7 The curriculum must include current concepts in the basic and clinical sciences, including therapy and technology, changes in the understanding of disease, and the effect of social needs and demands on veterinary care, including the protection of the food chain and zoonotic diseases.
- ED-8 There must be comparable educational experiences and equivalent methods of evaluation across all alternative instructional sites within a given discipline.

Compliance with this standard requires that educational experiences given at alternative sites be designed to achieve the same educational objectives. Course duration or clerkship length should be similar, unless a compelling reason exists for varying the length of the experience. The instruments and criteria used for student evaluation, as well as policies for the determination of grades, should be the same at all alternative sites. The faculty who teach at various sites should be sufficiently

knowledgeable in the subject matter to provide effective instruction, with a clear understanding of the objectives of the educational experience and the evaluation methods used to determine achievement of those objectives. Opportunities to enhance teaching and evaluation skills should be available for faculty at all instructional sites.

While the types and frequency of problems or clinical conditions seen at alternate sites may vary, each course or clerkship must identify the core experiences needed to achieve its objectives, and ensure that students receive sufficient exposure to such experiences.

To facilitate comparability of educational experiences and equivalency of evaluation methods, the course or clerkship director should orient all participants, both teachers and learners, about the educational objectives and grading system used. This can be accomplished through regularly scheduled meetings between the director of the course or clerkship and the directors of the various sites that are used.

The course/clerkship leadership should review student evaluations of their experiences at alternative sites to identify any persistent variations in educational experiences or evaluation methods.

ED-9 Accredited programmes must notify CAAM of plans for any major modification of the curriculum.

Notification should include the explicitly-defined goals of the change, the plans for implementation, and the methods that will be used to evaluate the results. Planning for curriculum change should consider the incremental resources that will be required, including physical facilities and space, faculty, demands on library facilities and operations, information management needs, and equipment needs.

In view of the increasing pace of discovery of new knowledge and technology in veterinary medicine, the CAAM encourages experimentation that aims at increasing the efficiency and effectiveness of veterinary education.

## **2. Content**

ED-10 The curriculum must include human and animal behavioural and socio-economic subjects, in addition to basic science and clinical disciplines.

Subjects widely recognised as important components of the general professional education of a veterinarian should be included in the curriculum. Depth of coverage of the individual topics will depend on the school's educational goals and objectives.

ED-11 The curriculum must include the contemporary content of those disciplines that have been traditionally titled anatomy, biochemistry, genetics, physiology, microbiology and immunology, parasitology, pathology, public health, pharmacology and therapeutics,

toxicology, preventive medicine, as well as ethics and law and international codes of conduct. There should be specific instruction in cross infection control, radiological protection, and information technology.

ED-12 Instruction within the basic sciences should include laboratory or other practical exercises that entail accurate observations of biomedical phenomena.

ED-13 Critical analyses of data must be a component of all segments of the curriculum.

ED-14 Clinical instruction must cover normal and diseased animals of various domestic and exotic species and include the important aspects of preventive, acute, chronic, continuing, rehabilitative care, as well as field service/ambulatory experience in herd health/production medicine.

ED-15 Clinical experience should include practical experiences in working in a team.

ED-16 The curriculum should include the veterinary issues that arise in the community, in households and in the production and use of animals for food, biological products, teaching, research and recreation.

ED-17 The curriculum should include clinical experiences in companion animal medicine, food animal medicine, equine medicine, avian medicine, laboratory and exotic animal medicine, theriogenology, diagnostic imaging and large and small animal surgery.

ED-18 Students' clinical experiences must utilise outpatient, inpatient, primary care and emergency settings.

ED-19 The curriculum must include elective courses to supplement required courses.

While electives permit students to gain exposure to and deepen their understanding of disciplines reflecting their career goals, they should also provide opportunities for students to pursue individual academic interests.

ED-20 There must be specific instruction in communication skills as they relate to professional responsibilities, including communication with animal patients, clients, colleagues, and other health professionals.

ED-21 The curriculum must prepare students for recognizing and handling personal stress.

ED-22 The curriculum must prepare students for their role in addressing the veterinary consequences of common societal problems affecting animals, for example, providing instruction in the diagnosis, prevention, appropriate reporting, and treatment of abuse of animals both domesticated and non-domesticated species.

ED-23 The faculty and students must demonstrate an understanding of the manner in which people of diverse cultures and belief systems perceive health and illness in themselves and animals.

All instruction should stress the need for students to be concerned with the total veterinary needs of their animal patients and the effects that social and cultural circumstances have on their health.

ED-24 Veterinary students must learn to recognise and appropriately address gender, cultural and religious biases in themselves and others, and in the process of health care delivery.

The objectives for clinical instruction should include student understanding of demographic influences on animal health care quality and address the need for self-awareness among students regarding any personal biases in their approach to health care delivery.

ED-25 A veterinary school must teach professional ethics with respect for religious and other human values, and their relationship to law and governance of veterinary medical practice. Students must be required to exhibit scrupulous ethical principles in caring for animals, and in relating to clients and others involved in an animal's care.

A school should ensure that students receive instruction in appropriate professional ethics, human values, and communication skills before engaging in animal care activities. As students take on increasingly more active roles in animal care during their progression through the curriculum, adherence to ethical principles should be observed and evaluated, and reinforced through formal instructional efforts.

Scrupulous ethical principles imply characteristics like honesty, integrity, maintenance of confidentiality, and respect for animal patients, clients, other students, and other health professionals.

### **C. Teaching and Evaluation**

ED-26 Graduate students / junior staff who supervise or teach veterinary students, must be familiar with the educational objectives of the course or clerkship and be prepared for their roles in teaching and evaluation.

ED-27 Supervision of student learning experiences must be provided throughout required clerkships by members of the veterinary school's faculty.

ED-28 The veterinary school faculty must establish a system for the evaluation of student achievement that employs a variety of measures of knowledge, skills, behaviours, and attitudes.

Evaluation of student performance should measure not only retention of factual knowledge, but also development of the skills, behaviours, and attitudes needed in professional practice, and the ability to use data appropriately for solving problems

commonly encountered in practice.

The CAAM does not consider the use of frequent tests which condition students to memorize details for short-term retention only, as a good system of evaluation to foster self- initiated learning by students.

ED-29 There must be ongoing assessment that assures students have acquired and can demonstrate on direct observation the core clinical skills, behaviours, and attitudes that have been specified in the school's educational objectives.

ED-30 There must be evaluation of problem solving, clinical reasoning, and communication skills, in relation to animal patients, clients and communities.

ED-31 The faculty of each discipline should set the standards of achievement in that discipline, including knowledge attitudes and practice in the discipline.

ED-32 The directors of all courses and clerkships must design and implement a system of formative and summative evaluation of student achievement in each course and clerkship.

Those directly responsible for the evaluation of student performance should understand the uses and limitations of various test formats, criterion-referenced vs. norm-referenced grading, reliability and validity issues, formative vs. summative assessment, and objective vs subjective formats. Courses or clerkships that are short in duration may not have sufficient time to provide structured activities for formative evaluation, but should provide some alternate means (such as self-testing or teacher consultation) that will allow students to measure their progress in learning.

The chief academic officer, curriculum leaders, and faculty should understand, or have access to individuals who are knowledgeable about, methods for measuring student performance. The school should provide opportunities for faculty members to develop their skills in such methods.

ED-33 Each student should be evaluated early enough during a unit of study to allow time for remedial work.

ED-34 Narrative descriptions of student performance including personal qualities and interactions should be included as part of evaluations in all required courses and clerkships where teacher-student interaction permits this form of assessment.

## **D. Curriculum Management**

### ***1. Roles and Responsibilities***

ED-35 There must be integrated institutional responsibility for the overall design, management, and evaluation of a coherent and coordinated curriculum.

The phrase "integrated institutional responsibility" implies that an institutional body (commonly a curriculum committee) will oversee the educational programme as a whole. An effective central curriculum authority will exhibit:

- Faculty, student, and administrative participation.
- Expertise in curricular design, pedagogy, and evaluation methods.
- Empowerment to work in the best interests of the institution's programmes without regard for parochial or departmental pressures.

The phrase "coherent and coordinated curriculum" implies that the programme as a whole will be designed to achieve the school's overall educational objectives. Evidence of coherence and coordination includes:

- Logical sequencing of the various segments of the curriculum.
- Content that is coordinated and integrated within and across the academic periods of study (horizontal and vertical integration).
- Methods of pedagogy and student evaluation that are appropriate for the achievement of the school's educational objectives.

Curriculum management signifies leading, directing, coordinating, controlling, planning, evaluating, and reporting. Evidence of effective curriculum management includes:

- Evaluation of programme effectiveness by outcomes analysis.
- Monitoring of content and workload in each discipline, including the identification of omissions and unwanted redundancies.
- Review of the stated objectives of individual courses and clerkships, as well as methods of pedagogy and student evaluation, to assure congruence with institutional educational objectives.

Minutes of the curriculum committee meetings and reports to the faculty governance and deans should document that such activities take place and should show the committee's findings and recommendations.

ED-36 The programme's faculty must be responsible for the detailed design and implementation of the components of the curriculum.

Such responsibilities include, at a minimum, the development of specific course or clerkship objectives, selection of pedagogical and evaluation methods appropriate for the achievement of those objectives, ongoing review and updating of content, and assessment of course and teacher quality.

ED-37 The objectives, content, and pedagogy of each segment of the curriculum, as well as for the curriculum as a whole, must be subject to periodic review and revision by the faculty.

ED-38 The academic faculty must have sufficient resources and authority to fulfill the responsibility for the management and evaluation of the curriculum.

The dean often serves as the chief academic officer, with ultimate individual responsibility for the design and management of the educational programme as a whole. However, he or she may delegate operational responsibility for curriculum oversight to a vice dean or associate dean.

The kinds of resources needed by the chief academic officer to assure effective delivery of the educational programme include:

- Adequate numbers of teachers who have the time and training necessary to achieve the programme's objectives.
- Appropriate teaching space for the methods of pedagogy employed in the educational programme.
- Appropriate educational infrastructure (computers, audiovisual aids, equipment, laboratories, etc.).
- Educational support services, such as examination grading, classroom scheduling, and faculty training in methods of teaching and evaluation.
- Support and services for the efforts of the curriculum management body and for any interdisciplinary teaching efforts that are not supported at a departmental level.

The chief academic officer must have explicit authority to ensure the implementation and management of the educational programme, and to facilitate change when modifications to the curriculum are determined to be necessary.

ED-39 The faculty committee responsible for the curriculum must monitor the content provided in each discipline so that the school's educational objectives will be achieved.

The committee, working in conjunction with the chief academic officer, should assure that each academic period of the curriculum maintains common standards for content. Such standards should address the depth and breadth of knowledge required for a general professional education, currency and relevance of content, and the extent of redundancy needed to reinforce learning of complex topics. The final year should complement and supplement the curriculum so that each student will acquire appropriate competence in general health care.

ED-40 The committee should give careful attention to the impact on students of the amount of work required, including the frequency of examinations and their scheduling.

## ***2. Geographically Separated Programmes***

ED-41 The school's academic officers must be responsible for the conduct and quality of the educational programme and for assuring the adequacy of faculty at all educational sites.

ED-42 The principal academic officer of each geographically remote site must be administratively responsible to the chief academic officer of the veterinary school conducting the educational programme.

ED-43 The faculty in each discipline at all sites must be functionally integrated by appropriate administrative mechanisms.

Schools should be able to demonstrate the means by which faculty at dispersed sites participate in and are held accountable for student education that is consistent with the objectives and performance expectations established by course or clerkship leadership. Mechanisms to achieve functional integration may include regular meetings, electronic communication, or periodic visits to all sites by course or clerkship leadership, and sharing of course or clerkship evaluation data and other types of feedback regarding faculty performance of their educational responsibilities.

ED-44 There must be a single standard for promotion and graduation of students across geographically separate campuses.

ED-45 The parent school must assume ultimate responsibility for the selection and assignment of all students when geographically separated campuses are operated.

ED-46 Students assigned to all campuses should receive the same rights and support services.

ED-47 Students should have the opportunity to move among the component programmes of the school.

### **E. Evaluation of Programme Effectiveness**

ED-48 To guide programme improvement, schools must evaluate the effectiveness of the educational programme by documenting the extent to which its objectives have been met.

ED-49 In assessing programme quality, schools must consider student evaluations of their courses and teachers, and an appropriate variety of outcome measures.

Among the kinds of outcome measures that serve this purpose are data on student performance, academic progress and programme completion rates, acceptance into postgraduate programmes, and practice characteristics of graduates.

ED-50 Schools must evaluate the performance of their students and graduates in the framework of national, regional and international norms of accomplishment and performance within the veterinary medical care system.

## **IV. FACULTY**

### **A. Number, Qualifications, and Functions**

- FA-1 The recruitment and development of a veterinary school's faculty should take into account its mission, the diversity of its student body, and the population that it serves.
- FA-2 There must be a sufficient number of faculty members in the subjects basic to veterinary studies and in the clinical disciplines to meet the needs of the educational programme and the other missions of the school.

In determining the number of faculty needed for the educational programme, schools should consider that faculty may have educational and other responsibilities in academic programmes besides veterinary medicine. In the clinical sciences, the number and kind of faculty appointed should also relate to the amount of animal care, and health promotion and prevention activities required to conduct meaningful clinical teaching across the continuum of veterinary education.

- FA-3 Persons appointed to a faculty position must have demonstrated achievements commensurate with their academic rank.
- FA-4 Members of the faculty must have the capability and continued commitment to be effective teachers.

Effective teaching requires knowledge of the discipline and an understanding of curriculum design and development, curriculum evaluation, and methods of instruction. Faculty members involved in teaching, course planning and curricular evaluation should possess or have ready access to expertise in teaching methods, curriculum development, programme evaluation, and student evaluation. Such expertise may be supplied by an office of professional education or by faculty/staff members with backgrounds in educational science.

Faculty involved in the development and implementation of a course, clerkship, or larger curricular unit should be able to design the learning activities and corresponding evaluation methods (student and programme) in a manner consistent with the school's stated educational objectives.

Veterinarians appointed to the faculty, on a part-time basis or as volunteers, should be effective teachers, serve as role models for students, and provide insight into contemporary methods of providing animal care, prevention of illness and promotion of health.

Among the lines of evidence indicating compliance with this standard are the following:

- Documented participation of the faculty in professional development activities related specifically to teaching and evaluation.

- Attendance at regional or national meetings on educational affairs.
- Evidence that faculty members' knowledge of their discipline is current.

FA-5 Faculty members should have a commitment to continuing scholarly productivity characteristic of an institution of higher learning.

FA-6 The school's faculty must make decisions regarding student admissions, promotion, and graduation, and must provide academic and career counselling for students.

## **B. Personnel Policies**

FA-7 There must be clear policies for faculty appointment, renewal of appointment, promotion, granting of tenure, and dismissal that involve the faculty, the appropriate department heads, and the dean.

FA-8 A school should have policies that deal with circumstances in which the private interests of faculty members or staff may be in conflict with their official responsibilities.

FA-9 Faculty members should receive written information about their terms of appointment, responsibilities, lines of communication, privileges and benefits, and, if relevant, the policy on practice earnings.

FA-10 They should receive regularly scheduled feedback on their academic performance and their progress toward promotion.

Feedback should be provided by departmental leadership or, if relevant, other institutional leadership.

FA-11 Opportunities for professional development must be provided to enhance faculty members' skills and leadership abilities in education and research.

## **C. Governance**

FA-12 The dean and a committee of the faculty should determine veterinary school policies.

This committee, which typically consists of the heads of major departments, may be organised in any manner that brings reasonable and appropriate faculty influence into the governance and policymaking processes of the school.

FA-13 Schools should have mechanisms for direct faculty involvement in decisions related to the educational programme.

Important areas where direct faculty involvement is expected include admissions, curriculum development and evaluation, and student promotions. Faculty members should also be involved in decisions about any other mission-critical areas specific to the school. Strategies for assuring direct faculty participation may include peer

selection or other mechanisms that bring a broad faculty perspective to the decision-making process, independent of departmental or central administration points of view. The quality of an educational programme may be enhanced by the participation of volunteer faculty in faculty governance, especially in defining educational goals and objectives.

FA-14 The full faculty should meet often enough for all faculty members to have the opportunity to participate in the discussion and establishment of school policies and practices.

## **V. EDUCATIONAL RESOURCES**

ER-1 The CAAM must be notified of any substantial change in the number of students enrolled, or in the resources of the institution, including the faculty, physical facilities and the budget.

### **A. Finances**

ER-2 The present and anticipated financial resources of the veterinary school must be adequate to sustain a sound programme of professional education and to accomplish other institutional goals.

The costs of conducting an accredited programme leading to the BVS / DVM degree should be supported from diverse sources, such as tuition, endowments, support from the parent university, covenants, grants from organisations and individuals, and appropriations by government. Evidence for compliance with this standard will include documentation of adequate financial reserves to maintain the educational programme in the event of unexpected revenue losses, and demonstration of effective fiscal management of the school's budget.

ER-3 Pressure for institutional self-financing must not compromise the educational mission of the school nor cause it to enroll more students than its total resources can accommodate.

Reliance on student tuition should not be so great that the quality of the programme is compromised by the need to enroll or retain inappropriate numbers of students or students whose qualifications are substandard.

### **B. General Facilities**

ER-4 A veterinary school must have, or be assured the use of, buildings and equipment appropriate to achieve its educational and other goals.

The school's facilities should include offices for faculty, administrators, and support staff; laboratories and other space appropriate for the conduct of research; small and large animal accommodation facilities; student classrooms and laboratories; lecture hall(s) sufficiently large to accommodate a full year's class and any other students taking the same courses; space for student use, including student study space; space

for library and information access.

ER-5 Appropriate security systems should be in place at all educational sites.

### **C. Clinical Teaching Facilities**

ER-6 The veterinary school must have, or be assured use of, appropriate resources for the clinical instruction of its students.

Clinical resources should be sufficient to ensure breadth and quality of ambulatory and hospital teaching. They include adequate numbers and types of animals as well as the physical resources for the treatment of illness in a variety of animals, and the promotion of health.

ER-7 A hospital or other clinical facility that serves as a major site for veterinary student education must have appropriate instructional facilities and information resources.

Appropriate instructional facilities include areas for individual student study, for conferences, and for large group presentations. Sufficient information resources, including library holdings and access to other library systems, must either be present in the facility or readily available in the immediate vicinity. A sufficient number of computers are needed that allow access to the internet and to other educational software. Lockers, or other secure space to store personal belongings, should be available for student use.

ER-8 Required clerkships should be conducted where possible in health care settings where staff in graduate education programmes, under faculty guidance, participate in teaching the students.

ER-9 There must be written and signed affiliation agreements between the veterinary school and its clinical affiliates that define the responsibilities of each party related to the educational programme for veterinary students.

Written agreements are necessary with hospitals that are used regularly as inpatient sites for core clinical clerkships. Additionally, affiliation agreements may be warranted with other clinical sites that have a significant role in the clinical education programme.

Both school officials and library/information services staff should facilitate access of faculty, and veterinary students to information resources, addressing their needs for information during extended hours and at dispersed sites.

## **VI. CONTINUING PROFESSIONAL EDUCATION**

CE-1 A veterinary school should provide education programmes for the continuing professional education of its graduates. Where appropriate such programmes must be done in consultation

and cooperation with national, regional or international authorities to satisfy licensing requirements.

In countries where continuing education is a requirement for continuing licensing to practice, the continuing education programmes of the school must seek and meet the requirements of the licensing authority.

- CE-2 The continuing veterinary education programmes should have the organisational structure and resources necessary to provide CPE activities of acceptable educational quality and promote quality of care through self-evaluation conducted according to standards and criteria developed by the school in keeping with those of national, regional and international standards.

The standards and criteria for the continuing education programmes of the school must be set out in a school publication available to its graduates and other practitioners.

### ***Registration Examinations***

- CE-3 An accredited veterinary school which cooperates with national and regional authorities in the setting and administration of professional examinations that national authorities may deem necessary to determine the competence to license in veterinary professional practice, should conduct those examinations using sound education principles.

Any examination conducted by the school on a regularly scheduled basis must be published in the academic calendar of the school.

The veterinary school will be responsible for the integrity and security of any examination conducted under its auspices.

- CE-4 Examinations conducted by the veterinary school at the request of authorities, may include veterinarians approved by the school and the requesting authorities, as examiners competent in evaluating the work of examination applicants.

The appointment of all examiners for examinations conducted under the auspices of the veterinary school must be in accordance with the school's regulations for the appointment of examiners.

- CE-5 The examinations should cover normal and diseased animals both domestic and food production types, treatment planning and operative procedures using live animals where appropriate.

Resources including equipment and staff to conduct examinations under the auspices of the school must be under the control of the school and its staff.