

3 October 2017

Dr. Richard Amour, JP
Secretary-General
University Grants Committee
7/F Shui On Centre
6-8 Harbour Road
Wanchai

Dear Richard:

**Application for Public-funding for Bachelor of Veterinary Medicine Programme at
City University of Hong Kong**

Thank you very much for the meeting on 13 April and for the recent email on 20 September.

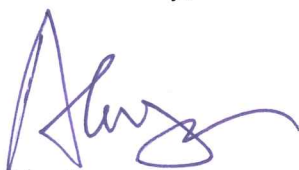
City University of Hong Kong (CityU) is delighted to submit our proposal to the University Grants Committee (UGC) to apply for public funding for the University's 6-year Bachelor of Veterinary Medicine Degree Programme.

A public-funded undergraduate programme in veterinary medicine will mark an important milestone in the development of veterinary education and public health in Hong Kong and the region.

We thank the UGC for your valuable advice and assistance in the development of this groundbreaking programme. We are grateful for your consideration of our proposal and we respectfully request UGC's approval of our application for public funding for our 6-year Bachelor of Veterinary Medicine Degree Programme with an annual intake of 30 students, commencing from the 2019-2022 triennium.

Thank you.

Yours sincerely,



Alex Jen
Provost

Encls.

cc Mr. Kevin Yeung, Secretary for Education
Professor Way Kuo, President
Mr. Herman Hu, Council Chairman

**A Submission to Apply for Public-funding
for the Implementation of
a 6-year Bachelor of Veterinary Medicine
Degree Programme
at City University of Hong Kong,
Commencing 2019/2020**

Date: 3 October 2017

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CityU's 6-year Bachelor of Veterinary Medicine Degree Programme

City University of Hong Kong (CityU) established the School of Veterinary Medicine in collaboration with Cornell University's College of Veterinary Medicine (CVM) in 2014. The School, the first ever in Hong Kong, was planned and developed jointly with Cornell University as CityU's strategic partner in this ground-breaking project since 2009.

The mission of CityU's School of Veterinary Medicine (the School) is to develop a top-heavy research and postgraduate programme for training research talents and a small professional veterinary medicine training programme to enhance Hong Kong's contribution to public health and infectious disease control in the region based on the One Health paradigm. This means that an integrated approach will be adopted where multiple disciplines work together to promote the health of humans, animals and the environment. One Health has also been identified as a core research theme in CityU's 2015-2020 Strategic Plan.

Since its establishment in 2014, the School has successfully developed and implemented jointly with the Department of Biomedical Sciences (BMS) an interdisciplinary PhD programme in the areas of comparative biomedical science, immunology and Infectious diseases, molecular and systemic neuroscience, and Public Health and Epidemiology, with co-supervision by faculty of Cornell University's CVM. This interdisciplinary PhD programme currently has 22 top students who joined CityU from different parts of the world.

The University's plan is to kick-start a 6-year Bachelor of Veterinary Medicine degree programme initially on a self-financing basis for the first two cohorts of students, starting from the 2017/18 academic year before proposing the introduction of a publicly-funded BVM for approval by the University Grants Committee (UGC) to commence from the 2019-2022 triennium.

The 6-year Bachelor of Veterinary Medicine degree programme (BVM) is also designed and developed jointly with Cornell University's CVM and with input from CityU's BMS department. The programme has four distinctive foci: (1) Transboundary Animal Diseases, (2) Food Safety and Security/Veterinary Public Health, (3) Aquaculture and (4) Animal Welfare which are fully embedded in the School's research and curriculum. These are areas which have not generally been given sufficient emphasis in traditional curricula at veterinary schools around the world, but are critically important in the Hong Kong context, reflecting the distinctive needs of the region.

To ensure the highest quality and standards, the BVM will start off with a smaller intake of 10 to 20 students in the first two years (2017/18 and 2018/19) of its implementation before a publicly-funded BVM with an annual intake of 30 students is in place in 2019/20.

Student Recruitment

Since the public announcement of the launch of CityU's 6-year self-funded BVM in September 2016, the School has received a large number of applications for its 2017/18 intake, including 4 with PhD degrees, 40 with Master's or Postgraduate degrees and 121 with undergraduate degrees. Eventually, a total of 344 applications were considered after the close of applications in February 2017. The applications were vetted by a rigorous process with input from Cornell's CVM.

Of the highest ranking applicants, 57 were invited for interviews by a panel consisting of CityU and Cornell faculty. In the end, the School made conditional offers to 25 applicants based on academic achievements and interview results. Presently, 12 of these applicants who met our conditions are enrolled in the BVM. Among the 12 enrolled students, the highest DSE score is 40 (out of a possible 42) and 42 (out of 45) the highest IB Diploma score. Four of them are non-local students, with two from Canada, one from Korea and one from Malaysia.

This number fits well with our stated aim for commencing the inaugural class of 2017 with an initially small cohort of students to ensure the highest standards and quality. The students have commenced their studies at CityU on 4 September and are settling in well and enjoying their new learning experience. The plan of the School is to progressively increase the student number to 20-25 in the 2018/19 intake and ultimately extend to 30 from the 2019/20 intake onwards.

Student Tuition Fees and Assistance

Through generous support from the local community, the School has been able to offer a number of scholarships to the incoming inaugural cohort that defray in part or completely the annual tuition fees of \$120,000 levied on the BVM programme in self-financing mode.

Students with top-level scholarships are also able to access student hostel accommodation for initially two years' duration.

The university is presently contemplating the setting up of a dedicated endowment fund of HK\$100 million that would be expected to support student scholarships to a total of about HK\$5 million *per annum*.

The level of these scholarships is expected to be varied, to take account of changing tuition fee levels as the programme moves from self-funded to government-funded mode.

Accreditation Pathway

1. International accreditation by Australasian Veterinary Boards Council (AVBC)

CityU's School of Veterinary Medicine has been engaged with the Australasian Veterinary Boards Council (AVBC) since mid-2014 to obtain international accreditation for its undergraduate veterinary medicine program. Accreditation of the BVM by AVBC will allow graduates to register and to practice as veterinary surgeons in Hong Kong and would also provide rigorous and independent quality assurance.

The AVBC manages primarily the accreditation of all eight veterinary schools in Australia (University of Adelaide, University of Queensland, University of Melbourne, Murdoch University, James Cook University, Charles Sturt University and the University of Sydney) and New Zealand (Massey University) through the Veterinary Schools Advisory and Accreditation Committee (VSAAC), presently headed by Emeritus Professor Norman Williamson of Massey University as the Chairperson.

2. Reciprocal recognition agreement between AVBC and Royal College of Veterinary Surgeons (RCVS)

The AVBC has a reciprocal recognition agreement with the Royal College of Veterinary Surgeons (RCVS) in London, which formalises the recognition of AVBC-accredited degrees in the UK and RCVS-accredited degrees in Australia and New Zealand. To fulfil the reciprocal arrangement, both AVBC and RCVS are invited on joint accreditation visitations, but make their decisions and recommendations independently. So far, they have always agreed on their assessments of the accreditation status for schools.

AVBC-accredited degrees are also acceptable to the South African Veterinary Council (SAVC), through a mutual recognition agreement.

Together with the accreditation process provided for by the American Veterinary Medical Association (AVMA) through its Council of Education (CoE), these are the three credible international accreditation bodies for veterinary schools in the world. All three accreditation bodies are aligning their processes continuously, thus the standard required by any one of them is generally also met for the others.

The Hong Kong Veterinary Surgeons Board (HKVSB) accepts degrees accredited by all three bodies, and in addition, graduates of a couple of Taiwanese veterinary schools. The AVBC accredited schools are acceptable to the HKVSB after further endorsement by the RCVS.

3. Advantages of the AVBC accreditation pathway

CityU subscribes to the AVBC pathway because it has distinct advantages over the others and the advantages are at least three-fold: (1) AVBC accredits at the time of graduation of the first cohort, unlike RCVS and AVMA who want to see data on at least five cohorts of graduates for foreign schools, (2) it accompanies a developing, new school on the accreditation pathway to assure that everything is on track (AVBC would usually come for site-visits every two to three years beginning before the first intake,

and twice in the final year), and (3) it provides continuous assessments and feedback on the progress of developing schools (through six-monthly progress reporting by the school and respective feedback) to enable any gaps in meeting the AVBC standards to be addressed before the final visitation occurs, whereas the RCVS and AVMA assessments are entirely retrospective.

In practice, early during the development phase of a veterinary programme, AVBC, through its Veterinary Schools Accreditation Advisory Committee (VSAAC), visits the veterinary school and checks on the school's preparation against each of its twelve detailed standards. It then issues a "Letter of Reasonable Assurance" if the school has met all twelve standards, which are (1) Organization, (2) Finances, (3) Facilities and Equipment, (4) Animal Resources, (5) Information Resources, (6) Students and Learning Support, (7) Admission and Progression, (8) Academic and Support Staff, (9) Curriculum, (10) Assessment, (11) Research Programmes, Continuing and Higher Education, and (12) Outcome Assessment.

The AVBC repeats its inspections on a biennial basis as the first cohort of students progresses through the programme, each time checking progress against the twelve standards, and if satisfied, reissues the "Letter of Reasonable Assurance". In the final year, with the first cohort of graduates, full accreditation is granted, which may be for a full seven years, or a shorter period, as they decree. Follow-on visits continue at seven (or shorter) years intervals, while the school is required to continue to meet all 12 standards.

4. AVBC accreditation timetable for CityU's BVM

CityU first invited the AVBC for a consultative visit to the School in December 2015, prior to the opening of applications for the first intake of students, to ascertain its readiness for the launch of the undergraduate degree. In December 2016, VSAAC was invited back for a full site-visit, after the opening of applications but prior to the first intake of students. An assessment (report in Appendix A) was made by the visiting team on the development of CityU's BVM programme, the curriculum, facilities, staffing plan and financing, amongst others. Based on the assessment, a "Letter of Reasonable Assurance" (Appendix B) was granted to the BVM in March 2017 by the AVBC's governing board. In accordance with AVBC's procedures, the "Letter of Reasonable Assurance" will convert into "Provisional Accreditation" of the BVM programme on the date that the initial class is admitted, which will occur in September 2017. That Status will continue to be reviewed, and renewed, as appropriate, based on six monthly reports from the Dean of the College to VSAAC (most recent renewal in Appendix C).

In order to take advantage of AVBC's reciprocal recognition agreement, the School has also been in negotiation with the RCVS and is inviting it to conduct joint visits with AVBC for the BVM, the first time in 2018/19, so as to facilitate simultaneous accreditation by the two bodies. The School is also inviting the South African Veterinary Association (SAVC) to join.

A tentative timetable has been agreed with VSAAC for the accreditation visits of the BVM programme at CityU from 2016-2023 as shown in Figure 1 below.

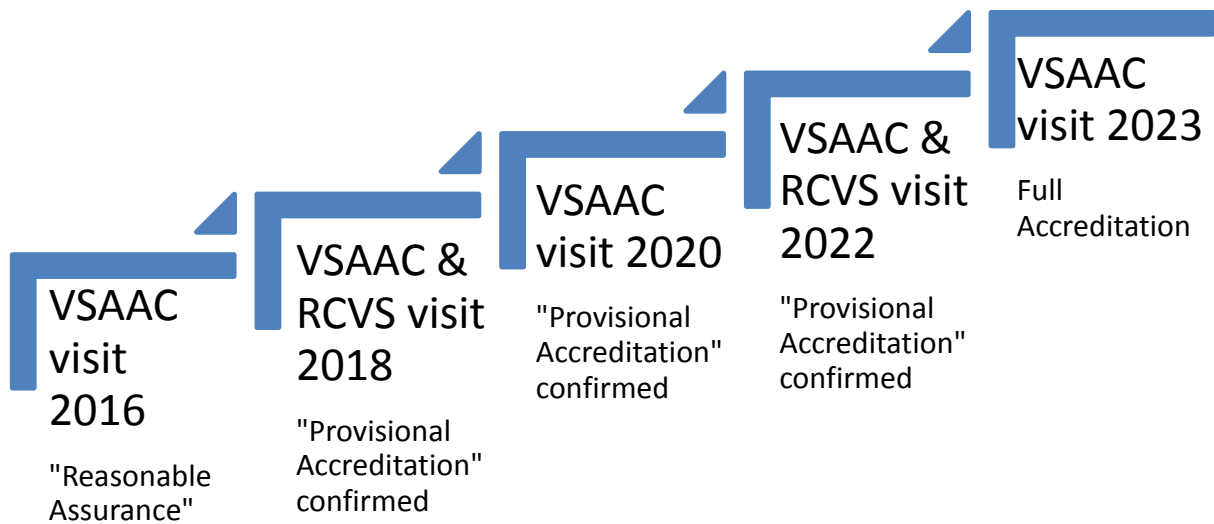


Figure 1: Tentative scheduling of VSAAC accreditation visits to CityU from 2016 to 2023

Based on this timetable, repeat site-visits by VSAAC on a two-year cycle (thus the next visit for the School would be expected towards the end of 2018) will occur as the first cohort progresses through the BVM programme, followed by a final site-visit as the first cohort approaches graduation (2023). Given the successful outcome of the first full site-visit (the granting of the “Letter of Reasonable Assurance”), the School expects to retain “Provisional Accreditation” status for the BVM until the final site-visit, followed by full AVBC accreditation in 2023.

5. Accreditations by AVBC and AVMA

As pointed out earlier, CityU has decided to subscribe to the AVBC pathway because of the advantage of its “reasonable assurance process.” Such a process of providing continuous assessment and ongoing feedback on the state of the programme enables the School to make improvements or adjustments during the course of the programme’s development in a timely and efficient manner to ensure quality and alignment with the required standards. By contrast, the RCVS and AVMA assessments only occur just prior to the first graduation which is too late for adjustments to be made to address any weaknesses or inadequacies.

Another reason for CityU choosing the AVBC pathway is because it is a more expedient process. The AVBC will accredit a developing school upon graduation of its first cohort of students, whereas RCVS and AVMA would only confer accreditation after at least five cohorts of graduates have been produced by the School. Thus achieving AVBC full accreditation status in 2013 will immediately give CityU’s BVM graduates opportunities to apply for registration to practice from Day 1 with the Hong Kong Veterinary Surgeons Board (HK VSB).

The School is also planning to seek AVMA accreditation after attaining full AVBC accreditation status for the BVM. In fact, it has already applied to become a member of

the Association of American Veterinary Medical Colleges (AAVMC) in October 2016 (Appendix E). Affiliate membership is granted by the AVMA with the expectation that non-accredited institutions are working towards accreditation by the AVMA Council on Education. (<https://www.avma.org/News/JAVMANews/Pages/131201d.aspx>)

The School will enter accreditation discussions with AVMA following the earliest possible timeline allowed by AVMA criteria, i.e. either after at least a minimum of five years' worth of graduates have been produced, or 11 years from the current time.

Notwithstanding individual differences, the requirements of all 3 internationally accepted accreditation systems, as we pointed out earlier, are becoming much aligned through a harmonisation process known as the "International Accreditors Working Group" (IAWG) in which they all participate to promote harmonization, consistency and efficiency in the accreditation of veterinary schools internationally.

Viabale Fallback Plan

CityU will implement a fallback plan for the BVM graduates through seeking registration by individual competency assessment for the students in the most unlikely event that full accreditation status of the BVM is not achieved or is delayed in 2023 due to unforeseeable circumstances. The plan involves arranging for the BVM graduates to take the Statutory Membership Examination (MRCVS) offered annually by the RCVS in the UK. Success in the Statutory Membership Examination allows overseas veterinarians to register as a member of RCVS. BVM students who pass the examination and are registered as RCVS members (by examination) will be able to practice in Hong Kong, the UK, Australia, New Zealand, and South Africa after graduation from CityU.

The choice of statutory MRCVS examination as a viable fallback plan for BVM graduates is driven by the consideration that both, AVBC and RCVS are aiming at the achievement of "Day One skills" (<https://www.rcvs.org.uk/document-library/day-one-skills/DayOneSkills.pdf>) by veterinary students as the required standard. Given that CityU's BVM curriculum has been designed in collaboration with Cornell University to meet the same Day One Competency standard and was approved by AVBC, the training received by our students in the BVM and their learning outcomes would be in alignment with what RCVS is expecting in terms of fulfilling the standard of the Statutory Membership Examination.

An added advantage is the strong link and close connection the School is building with the RCVS, through the reciprocal recognition agreement between AVBC and RCVS, and the joint visitations which they will be making to assess CityU's BVM from 2018/19 onwards. This would enable RCVS to have first-hand knowledge of the quality and training of the BVM programme at CityU. The Dean of the School has been in close discussion with the Director of Education of RCVS who is very positive about working with CityU to facilitate our students to take the Statutory Membership Examination, if and when necessary. It is anticipated that arrangements with the RCVS (in the unlikely event that they are needed) could be made for the finishing class to attend the MRCVS in the UK in mid-2023.

The examination has a written and a practical component and the examination fee was £1,430 in 2016. In addition, students would also require two Economy class return flights from Hong Kong to London, and about 7 days accommodation (in order to be well-rested, and over the jetlag) for each, to attend the written and the practical examination.

Estimates would put the total costings of the MRCVS option (if indeed necessary), in today's prices, in the vicinity of a cost to CityU of about \$829,500 HKD¹. Assuming CPI increases of about 4% *per annum*, this would move the total for a first cohort of, say, 15 students to approximately HK\$1 million in 2023.

To demonstrate commitment to our students, CityU is fully prepared to underwrite the full costs of examination fees, air travel and accommodation expenses which the BVM graduates would incur should it become necessary for them to take the Statutory Membership Examination in the UK to become a registered veterinarian to practice in Hong Kong. This arrangement would be extended if another cohort should graduate before the BVM achieves full accreditation status. Where necessary, we will support each graduate for a re-sit, to a maximum of two attempts, at the MRCVS examination in London. In addition, the School would also liaise actively with RCVS to facilitate students' application process, and provide special tutoring assistance for the students where necessary before they attempt the examination.

The School has also started engagement with the HK VSB to seek assurance that the MRCVS statutory examination will indeed be acceptable to the HK VSB for registration in Hong Kong, and will remain so in the foreseeable future. The response received from the HK VSB is that they are favourably disposed to our fallback plan, as the MRCVS statutory examination is presently acceptable under Section (10) 1, Schedule 1(c) of the Hong Kong Veterinary Surgeons Ordinance. We were further advised that the formal procedure would require the presentation of a formal letter from the RCVS to HK VSB for consideration of approval, which the School is currently seeking.

Capital Requirement

In order to ensure the provision of clinical training at international standards, the university has been investing heavily in the capital requirement for setting up state-of-the-art infrastructures to support the BVM over the past 3 years. All these major infrastructures/facilities for clinical training and skills development associated with the BVM have been planned and designed in conjunction with the cognizant experts from Cornell's CVM to make certain that they are of comparable standards with those of world-class veterinary schools, and would meet the highest international standards as well as local needs.

These included in 2015, the University purchased an off-campus premises with a total floor area of about 3,400m², spread over 3 floors of the Trinity Towers in Cheung Sha

¹ 15 x exam fee (HKD 14,300 each) plus two economy return airfares (~ HKD 20,000 per each student) plus 14 days accommodation (~ HKD 21,000 per each student)

Wan, Kowloon, for the amount of about HK\$450 million. The University has further committed an extra HK\$140 million as fitting-out cost to renovate the premises into a specialist animal clinic to serve the community and to provide training opportunities for the BVM students. The clinic will employ up to 40 veterinary professionals on reaching its full capacity. When it starts operation in 2018, the specialist clinic will provide much needed support to the local primary care veterinary practitioners through its state-of-the-art facilities, advanced technologies and expert consultancy service.

In 2016, the University committed another HK\$130 million for the acquisition of the Peace Avenue Veterinary Clinic (PAVC), the largest commercial veterinary clinic in Hong Kong. PAVC is recognized locally, and by Cornell University's CVM as well, as a clinic with outstanding practice standards in Hong Kong. CityU's plan is to further upgrade its facilities and manpower resources to further enhance practice quality. The clinic will provide the School with immediate access to a variety of clinical cases for problem-based learning even before the specialist clinic in Cheung Sha Wan opens. It will offer additional primary care experience to the students as well as a valuable opportunity for experience in a commercial setting.

In late 2016, the University established a state-of-the-art Veterinary Diagnostic Laboratory (VDL) on campus with advanced facilities and capabilities for conducting specialized research and diagnostic tests to support the study and diagnosis of disease processes that affect animals and humans. The laboratory, which cost HK\$60 million, has a total area of 549 m² and is the only facility in Hong Kong, and one of the few in the region, offering a full range of veterinary diagnostic tests under the oversight of certified veterinary diagnosticians, and using the Cornell CVM Animal Health Diagnostic Centre's (AHDC's) training and standards. The laboratory is now in operation.

Developing leased facilities at a Sha Tau Kok site for aquaculture is the latest investment committed by the University. In 2017, CityU has signed a 10-year lease for the Sha Tau Kok site of about 20,000m² for the establishment of an aquaculture research and training centre at the estimated cost of HK75 million.

Up to this point in time, the University has already paid up/committed the total capital requirement of HK\$885 million for all the above BVM infrastructures/facilities.

In the meantime, CityU is also securing a piece of land for the setting-up of a local training facility for dairy medicine, at an estimated cost of HK\$175 million. Added to this are a yet to-be established equine hospital, planned in conjunction with the Head of Clinical Services at the Hong Kong Jockey Club and estimated to be around HK\$200 million, and an ambulatory service at HK\$50 million.

All in all, the university's total investment in world-class veterinary medicine and surgery teaching will round out to in excess of HK\$1 billion.

Biosecurity Issues

Both CityU and Cornell University recognize that a critical role for the new veterinary programme and the School will be the monitoring, diagnosing, teaching and researching

areas of infections and emerging diseases. Biosecurity issues are particularly important in the Hong Kong context, given the density of population and the placement of facilities in mixed purpose city buildings.

The planning team, comprising CityU and Cornell faculty, is committed to ensuring that both the Veterinary Diagnostic Laboratory (VDL) and the veterinary clinic at Trinity Towers are designed and operated to pursue the highest relevant international biosecurity standards, modelled after similar facilities at Cornell University.

The VDL is working towards achieving ISO 17025 standard. This international standard governs veterinary diagnostic laboratories, and amongst other things, also specifies the handling of specimens, in particular infectious ones, and procedures for ensuring the safety of personnel, the environment and the public at large. Particular design features, such as the use of double door entry, negative pressure in the whole building and filters on the exhaust air, as well as the use of appropriate containment facilities within the laboratory, i.e. biosafety cabinets, are all built to meet Biosafety level 2 standards. As such, CityU's VDL will both meet and exceed the local standards of the HK Laboratory Accreditation Scheme (HOKLAS) which largely follow these international standards.

Multi-use buildings are a particular feature of Hong Kong, and many of the 150 veterinary clinics presently operating in Hong Kong share their spaces with the public. However, we recognize that these do pose some risk. The Trinity Towers clinic is designed and will be built and run to comply with American Animal Hospital Association (AAHA) standards which also address issues of infection control. Following these standards will ensure that Trinity Towers clinic is among the most bio-secure clinics in the city.

Our PAVC clinic has also been operating with an outstanding track record under the strict requirements of well-established policies and procedures. Due to its high standards, the clinic has operated at the current site at Liberty Avenue and its previous location in the most densely populated part of Hong Kong for over 30 years, without any detrimental effect on the public.

Access to Animals for Learning and Clinical Teaching

The School is actively preparing and procuring facilities for intramural and extramural support of student learning and experiences with the view of meeting in full, the expectations of the AVBC. To this end, the University is purchasing land near Lam Tsuen in the New Territories to build a small local dairy farm. The site and building plans have already been seen by AVBC during their December 2016 visitation and were found to be adequate. The business negotiation has reached a fairly advanced stage and closure is expected within the next few months.

The School has also signed MOUs with NGOs, Ocean Park and owners of several local poultry, pig and fish farms who have agreed to host our students to engage in clinical activities, conduct practical lessons and carry out research. In addition, we are planning a basic, primary care equine hospital with an important local partner, the Hong Kong Jockey Club (HKJC). We are presently assessing the needs for this basic facility to

achieve Day 1 skills in support of teaching, and are developing a proposal in conjunction with the Head of Clinical Services at the HKJC.

All these plans have been submitted to the AVBC and duly vetted by them. The plans for extramural training were, in the words of Prof Williamson, “found to be satisfactory.” This is also noted in the AVBC report on the visitation dated December 2016. We also discussed the replacement of sheep experiences with goats with the AVBC which has indicated its agreement to such a proposal.

To further augment the Hong Kong experiences, we are discussing animal access arrangements with our partners at Cornell University’s College of Veterinary Medicine (dairy cattle, beef cattle, sheep, horses), and on the Mainland (we have MOUs with large dairy farms (50,000 head) run by Fonterra/Abbott).

The School will ensure that access arrangements with any providers outside of Hong Kong, if necessary, will include suitable arrangements for travel and accommodation, and appropriate monitoring and supervision by CityU employees.

Research Plans and International Collaborations

Overview of Hong Kong’s Unique Public Health Challenges

1. Complexity of the Hong Kong Situation

Hong Kong has to deal with a unique set of challenges with respect to human, animal and environmental health, due to the high human population density that is concentrated in 25% of its land area. In 2016, 57,530 persons per square kilometre were registered to live in the district of Kwun Tong, and some blocks even occupy more than 400,000 people per sqkm. This extreme human population density is higher than anywhere else in the world, and needs to be considered in combination with the fact that in many of these high density areas, humans are present throughout the day, meaning that there are very few areas which experience low human population density outside normal business hours.

As a consequence, local food markets and retailers have to be present in probably all of these high density areas, where these commodities are being sourced from local producers but mainly from outside of Hong Kong. For this reason, Hong Kong is the 9th largest animal-derived food importer in the world. As a consequence, the food safety risks are very different from all other parts of the world, even when compared with Singapore due to its different geographical location and political context.

Being a highly urbanised society, Hong Kong is unique in how its human population relates to companion and food producing animals, and the benefits it derives from both. For example, the vast majority of its citizens have very limited, if any, understanding of how their food is produced, and therefore also of the risks and risk management options, including the consumer’s responsibility in this respect. In addition, from a business perspective the local livestock and aquaculture producers must survive in a highly

competitive economic climate where product safety, quality and price need to be kept in a very dynamic balance, which may result in compromised food safety and quality.

2. Imperative for Strategic Interdisciplinary Responses

The uniqueness of Hong Kong in terms of its human, animal and environmental health challenges requires an interdisciplinary approach in order to develop cost-effective and sustainable interventions, and the veterinary profession has a key role to play in this process.

The source of most zoonotic and food safety risks is outside Hong Kong. It is therefore in the interest of Hong Kong to engage in research that produces scientific evidence leading to improved animal health and production management in Mainland China and neighbouring countries.

In addition, the complexity of Hong Kong's food system and its impact on food safety needs to be more carefully assessed and monitored, including its dependence on animal health and production management in important food source countries, such as South-East and East Asian countries, as well as Mainland China.

Hong Kong consumers have to develop a better appreciation of the risks and benefits associated with food consumption and how these can be influenced by their own behaviours. If we can bring about appropriate behaviour change, it will not only result in reduced food safety risks, but also may provide industry and government stakeholders with incentives to aim for cost-effective production at high levels of food safety, while minimizing adverse impacts on the environment and taking account of cultural preferences.

The School's Proposed Research Programmes

The School is committed to making a significant contribution towards dealing with Hong Kong's unique human, animal and environmental health challenges by promoting interdisciplinary research under the One Health paradigm to enhance disease surveillance, improve animal health and change human behaviour. Its research programmes are developed to generate scientific evidence that contributes towards enhancing food safety, aquatic health, prevention and control of infectious diseases and animal welfare in Hong Kong and the wider East and South-East Asian region.

1. Prevention and Control of Infectious Diseases

The research programmes will investigate host-pathogen interactions, antibiotic resistance, virulence of viruses and bacteria, and epidemiology of infectious pathogens in animals, as well as at the animal-human interface. The species include companion animals, livestock and aquatic animals.

A major research emphasis in this context is the development of interventions for the control of avian influenza in poultry populations and risk mitigation of human exposure to these viruses. A large research programme led by Professor Dirk Pfeiffer, Associate

Dean of the School, is on-going in Bangladesh funded by the UK Government for investigating the role of poultry markets and developing effective interventions, involving human behaviour change. The social science research of this project is now also being applied through an additional component of this project conducted in Northern Vietnam. In addition, a project on the role of free-grazing ducks in Vietnam has just been completed by Professor Pfeiffer, indicating the presence of significant trade in ducks between Vietnam and China.

Antimicrobial resistance will be addressed through investigations into antimicrobial usage patterns in companion animal veterinary practice and also in livestock and aquatic animal production. The ecosystem flows of resistance genes in these context will be examined. Epidemiological studies into risk factors for disease occurrence in these animal species will be used to inform disease prevention strategies that will result in reduction of antimicrobial usage.

2. Food Safety/ Productivity

Tailored health and production management programmes will be developed for pig, poultry and fish farms in Hong Kong. This will become a platform for intensive research in relation to factors influencing productivity, animal disease risk, food safety and zoonotic disease risks. Interventions will be developed to improve productivity and mitigate disease risks, while reducing antimicrobial usage and minimizing any adverse impacts on the environment.

The pig, poultry and fish health and production research will include a component that identifies the associated value chains and food system dynamics in Hong Kong.

3. Companion Animal Health

The epidemiology of health and welfare of dogs and cats will be investigated by working with Hong Kong veterinary practices. Through Peace Avenue Veterinary Practice, one of the largest veterinary practices in the Territory, data since 2004 is currently being analysed to characterise Hong Kong's unique dog and cat population in relation to health, prognosis, survival and welfare. The relationship between the microbiome within a household shared with pets, antimicrobial usage and emergence of resistance will be examined.

Through collaboration with the Hong Kong Jockey Club, epidemiological research will be conducted into race horse health and welfare.

Research Partnerships, Collaborations and Training Programmes

The public health research and training programmes organized by the School are focused on areas in infectious diseases and food safety (pigs, poultry and fish) and in companion animal health, involving a wide range of key partnerships, including World Health Organization (WHO), Food and Agriculture Organization (FAO), World Organization for Animal Health (OIE), Royal Veterinary College (RVC), China Animal

Health and Epidemiology Centre (CAHEC), Agriculture, Fisheries and Conservation Department (AFCD), Hong Kong Jockey Club (HKJC), etc., which are listed below:

<i>Partner Organisation</i>		<i>Specifics of relationship</i>
CityU Veterinary Diagnostic Laboratory		Access to state-of-the-art animal health diagnostic services
China Animal Health and Epidemiology Centre (CAHEC), Qingdao	Dirk Pfeiffer, Chair Professor and Adjunct Professor at CAHEC FETPV – China Field Epidemiology Training Programme for Veterinarians jointly delivered by FAO, CAHEC, RVC and CityU	Joint research in Mainland China Training of Chinese government animal health staff in epidemiology
Royal Veterinary College	Prof Dirk Pfeiffer (20% employed at RVC) is Head of their FAO Reference Centre in Veterinary Epidemiology FETPV – China Field Epidemiology Training Programme for Veterinarians jointly delivered by FAO, CAHEC, RVC and CityU	Joint research project in Bangladesh Training of Chinese government animal health staff in epidemiology VetCompass – small animal surveillance
United Nations FAO - Rome	Global head office	FLURISK project, OFFLU
United Nations FAO – Regional Office for Asia and Pacific, Bangkok		Tripartite (WHO, FAO, OIE) risk assessment for avian influenza
United Nations FAO – Viet Nam	National FAO Office	Access to surveillance data for research Training of Vietnamese government animal health staff in epidemiology
United Nations FAO - China	FETPV – China Field Epidemiology Training Programme for Veterinarians jointly delivered by FAO, CAHEC, RVC and CityU	Training of Chinese government animal health staff in epidemiology
OFFLU (Joint OIE/FAO worldwide scientific network for the control of animal influenzas)	Prof Pfeiffer is Chair of OFFLU Applied Epidemiology Group	Policy advice for risk assessment and management of avian influenza at global level

Partner Organisation		Specifics of relationship
Agrifood and Veterinary Authority (AVA) of Singapore	Prof Pfeiffer is member of international advisory committee for biosecurity and food safety	Policy advice on food safety and zoonotic pathogen risks Training of Singapore government animal health staff in epidemiology
Agriculture, Fisheries, and Conservation Department and Food and Environmental Hygiene Department	Prof Michael P Reichel, Dean of College is part of the HK Government expert panel on Antimicrobial Resistance (AMR)	Pig, poultry and aquatic health and production management programmes Training of staff Policy advice in risk assessment and management
Hong Kong Jockey Club		Joint epidemiological research
Peace Avenue Veterinary Practice		Joint epidemiological research
PARKnSHOP		Policy advice on food safety risk management
Ocean Park		Policy advice on zoo animal disease risk assessment and management

Knowledge Transfer and Community Outreach

In addition to promoting One Health veterinary education and research, the School is planning a number of knowledge transfer and outreach programmes to benefit industry and the wider community.

1. One Health Evidence-based Policy Advice Initiative

The School has set up an applied research Centre on One Health in 2017 to address public health risks at the human-animal-ecosystems interfaces. Earlier in May 2016, the government set up a high-level Steering Committee on Antimicrobial Resistance and Professor REICHEL, Dean of the School, has been appointed to serve as a technical expert on this committee. This will enable the School to draw on its research and expertise to support the government and collaborate with relevant stakeholders to device effective policies, procedures and regulations to raise societal impact, and to enhance veterinary oversight to local production, including pig, poultry and aquaculture.

2. Veterinary Extension Service to Local Farms

Many of the local farmers and associations involved in these industries have expressed concern about the lack of veterinary care available on these farms. The result is that animal diseases are not well controlled, poor growth rate, and a higher incidence of diseases, leading to more frequent and unsupervised use of veterinary drugs that has

become a significant public health concern. The School is developing, in collaboration with the Agriculture, Fisheries and Conservation Department (AFCD), an ambulatory service to extend veterinary outreach support and assistance to these farms and organizations. The ultimate goal is to develop Best Practices/Codes of Conduct for the industry on antimicrobial stewardship, responsible use of all chemicals, food safety plans, etc., under the “farm-to-fork” food safety principle.

3. Interactive Biomedical Science for Youth Development

Led by the BMS department, the objective of this initiative is to outreach to the young generation to promote their understanding of human biology and development, and raise awareness about the importance of health maintenance and a balanced lifestyle to prevent diseases or disorders which might develop into chronic illnesses in old age. The ultimate goal of this interactive programme is to arouse their interest in the biomedical sciences, to promote healthy development and also to stimulate career interest in the sciences.

4. Animal Welfare Community Engagement

The goal of this programme is to change the public’s mind-set and behaviours in positive ways for animals through public education. The School will build on the success of its 2016 Animal Welfare Talk Series conducted in collaboration with NGOs, government departments, local practitioners to continue organizing talks, seminars, demonstration workshops, summer schools and special events to promote public awareness of animal welfare, ethics and law. In particular, it aims to provide basic knowledge and skills to pet-owners in relation to animal care and animal health to fulfill their duty of care, and to help prevent animal cruelty or animal abuse.

5. Food Safety Public Education

This Food Safety public education programme is one of the School’s service learning projects to engage students from different disciplines at CityU in promoting food safety to the community. They will receive training from faculty members and form different teams to conduct food safety surveys and create food safety videos to promote consumer awareness of food safety issues and the prevention of health risks. The Consumer Council and other community watchdogs will be invited to be collaborators and advisors to assist with the design of surveys and public dissemination of survey information/food safety videos/messages.

6. Sports Ambassadors for One Health

The Sports Ambassadors @ CityU is a community out-reach programme which the School is planning with the Office of the Student Development Services to train a cadre of high-performance athletes among CityU students to use their talents, skills and knowledge to serve the community through promoting wider participation and greater enjoyment in sports activities among the young generation to foster physical and psychological health, positive mind-set and cooperative spirit. The long-term goal is to train 100 CityU athletes to become One Health Sports Ambassadors to extend our sports promotion/education outreach to more target groups in the community.

7. Veterinary Summer School

In 2016, the School ran a highly successful 3-week summer school programme in conjunction with Cornell University in Ithaca, New York for 15 outstanding High School students from Hong Kong. This year in August, the School has just completed a round of our locally-based summer school for High School students in their penultimate year. This year's summer school attracted a total of 26 high-performing local secondary school students who are keen to enhance their understanding of veterinary education and the contribution of the veterinary profession to society. Given the highly positive feedback, the School will continue to run the local-based veterinary summer school as part of the school outreach initiatives.

Space and Accommodation

Upon the approval of the University Council at the beginning of this year, CityU is actively pursuing the planning and construction of a new building on the site previously occupied by the former Sports Hall Complex, to provide for a new sports hall on campus and additional academic space for the University.

The new building, located at the heart of the campus near the University Circle, is designed as a multi-story, mixed-use building of about 16,500 m² usable floor area or 27,100 m² construction floor area. The ground floors of the building will be used for the re-provision of a new and upgraded sports hall with enhanced facilities for the University. The remaining areas will be taken up by an auditorium of around 1,500 seats, additional class room facilities, learning commons and new teaching laboratories, as well as providing accommodation for the College of Veterinary Medicine and Life Sciences.

The re-development project is strongly supported by the campus community. The construction cost of the building will be financed by a combination of University reserve, bank loans, and donations. The building is scheduled for completion around the fourth quarter of 2021.

Trinity Towers Clinic Development

The retail floors of Trinity Towers in Sham Shui Po were purchased in 2015 to be developed into a world-class veterinary specialist facility to raise the quality of veterinary service and to provide training opportunities for the School's BVM students. The necessary tender documents were issued at the beginning of August this year, and with the current plans, it is expected that works will be completed towards the end of 2018, with the aim to then subsequently transition our present facilities at Peace Avenue Veterinary Clinic into the new space. The project complies with all the relevant government regulations, land use and legal requirements for development.

While a small number of local residents of the Trinity Tower have raised some initial concerns about the development, the University has also received positive support for

the project from other residents. Through contacts, we understand that the sources of the concerns were largely due to misperceptions and misunderstandings about the nature and set-up of the new small animal clinic. We have been actively outreaching to the residents over the past 10 months to provide information and explanations to promote understanding, to allay concerns and to listen to suggestions.

In fact, since October 2016, the University has kept constant communication with the Incorporated Owners of Trinity Towers (IO), the residents and relevant stakeholders including:

- Held meeting with IO representatives in October 2016 to explain the mission and significance of the small animal clinic, and discuss how to accommodate their suggestions on space use;
- Sent letters to all residents in November 2016 and January 2017 respectively to assure them that CityU will comply with all government regulations and legal requirements in the setting up of the clinic, and offer arrangement for a visit to the University's laboratory facilities for some of them to promote understanding;
- Invited the IO to visit the laboratory facilities on campus for face-to-face exchange but they failed to make it
- Set up a dedicated email account for the residents to submit their concerns to the University

To further mitigate possible concerns, the University has arranged for its Facilities Management Office to provide regular security service and cleaning to the site. Colleagues from our Communications and Public Relations Office have also met with the District Councilors to explain the project and to receive their comments and suggestions. Much of the initial misconception about the clinic has subsided.

Going forward, the University plans to meet with the IO and the residents again to update them on the latest progress of the clinic as well as on measures which will be taken to minimize any inconvenience. We will continue to monitor the situation closely and will continue to try our best to accommodate the concerns of the residents insofar as practicable.

Fund-raising Efforts

CityU's vision to establish an internationally accredited School of Veterinarian Medicine in Hong Kong to strengthen veterinary research and education in our society has received excellent on-going support and recognition from the community. The University has over the years received tremendous encouragement as well as a large number of donations from private individuals and charitable foundations to support the development of the School and the BVM at the highest standards.

In particular, the University is very fortunate to have benefited from several large, donations dedicated for the School, for which we are extremely grateful. These included

two large donations in 2015 from Drs YUENG Kin-man and LI Dak-sum respectively, totaling HK\$300 million.

More recently in July 2017, the Bank of China Charitable Foundation donated a generous gift of HK\$100 million to the University in support of the veterinary medicine programme, while in August the same year, the University received another large gift of HK\$500 million donation from the Hong Kong Jockey Club Charitable Foundation, designated for the promotion of veterinary medicine education and research under the One Health concept at CityU.

The total amount of funds received by the University through donations for the School now exceeds HK\$1 billion. These donations are all earmarked and preserved for support of the veterinary programme at CityU. A separate account has also been set up for the self-funded BVM to ensure that no public funds will be used to cross-subsidize these students.

Given the robust financial situation of the University and the tremendous success of our fund-raising efforts, CityU is confident of its financial viability to support the first two cohorts of BVM students on a self-financing basis for 6 years through to graduation in 2023.

Budgeting and Cost Weighting for the Publicly-funded 6-year BVM

Subject to the approval of the University Grants Committee (UGC), CityU is planning to introduce a publicly-funded 6-year BVM starting from the triennium 2019-2022 to replace the current self-financing model of the undergraduate veterinary programme. It is proposed that the 6-year publicly-funded BVM will have an annual intake of 30 students. That means that at steady-state, 180 students will be able to study veterinary medicine at CityU in an undergraduate Bachelor-level veterinary degree at any one time.

If no additional student places were secured through the UGC triennium Planning Exercise, it is proposed that intakes of students from 2019/20 onwards would be supported by a combination of transfer of publicly funded places from other disciplines/programmes within CityU, with the funding difference to be met from the University's own resources. At the same time, a realistic number of UGC-funded postgraduate students will also be reserved for the School within the annual allocation of such student places to the University.

The University has just started the 2019-22 Planning Exercise. In addition to the 6% top-slicing mandated by UGC, CityU is again planning for an additional 2% internal top-slicing which will make a total of 8% reduction in all. This strategy has worked well in the University's previous two rounds of Academic Development Planning exercise, enabling CityU to enhance the overall quality of its professional education and to launch new, strategic initiatives to respond to a fast changing global environment.

Under the current process, academic units, led by Deans and Heads, are asked to conduct a self-critical and comprehensive review of their programmes to come up with an overall academic plan for improving efficiency and enhancing competitiveness, based

on the 8% reduction assumption. The focus of the review includes: (1) academic vigour; (2) market demand; (3) student quality; (4) employment opportunities; and (5) programme efficiency.

Based on their critical self-review, academic units will submit their academic planning and competitive bidding, supported by relevant data and justifications, to the University for consideration in November. The plans will be assessed by a Steering Group set up by the University, based on the broad criteria of: (1) academic merits and faculty scholarship; (2) alignment with university strategic priorities; (3) resources optimization; (4) graduate employability; and (5) special value and relevance to society.

Recommendations of the Steering Group, based on assessments of the plans of the academic units, will be submitted to the Senior Management and the Academic Planning Committee for comments in December, following which an overall University academic plan will be compiled and put forth to the University Senate in January 2018 for approval.

The School of Veterinary Medicine will also submit a triennium plan to the Steering Group. Given that the Planning Exercise is still at an early stage, it is not possible to identify at this point the specific disciplines or programmes that will have student places transferred to the BVM in the 2019-2022 triennium. The University is however mindful of the need to avoid concentrating the transfers in just one or two disciplines or programmes so as to minimize any major adverse impact on the overall viability and integrity of academic units.

[REDACTED]

Due to its sensitive nature, this paragraph is not for public consumption. Readers may enquire with CityU for enquiry or assess to such information.

Based on this model of calculation, the highest operational budgetary expense would be reached at steady-state, i.e. from 2024/25 onwards when a full complement of 30 students is enrolled in each of the six years of the BVM. The total number of BVM students in all six years would have reached 180. With the implied level of government funding (at 3.6/1.8) and an assumed cost per student of \$562,000 *per annum*, the budget plans envisage a total income/expenditure of HK\$101.2 million dollars.

The full academic complement of 44 faculty would also be supported at that stage, with a comparable number of support staff (as required by AVBC accreditation). Among these, 20 would be predominantly research-oriented, and 24 the core complement in order to satisfy the teaching ratios (7.5:1; student : faculty) required by the AVBC. Additional clinical teaching is expected to be provided by adjunct faculty employed in the business entities, managed through service-level agreement, which will be accounted for in the budget.

The research component, while extensive, is essentially assumed to be cost-neutral to the budget, i.e. past experience lets us assume that grant income will largely match the cost of providing this research.

A positive contribution to the running of the BVM is expected from the business entities (namely, the small animal specialist clinic, now at PAVC, in the future at Trinity Towers, and the Veterinary Diagnostic Laboratory (VDL)). They are expected to contribute in excess of cumulatively HK\$45 million to the budget bottom-line until the 2024/25 year when the overall programme becomes largely self-sustaining. Surplus funds from the business entities may also be used to fund other related activities, such as residents' training and student scholarships, to name but a few.

Based on the above calculations, assumptions and the “cost-neutral” consideration, the University has developed a cost plan with detailed breakdown for the publicly-funded 6-year BVM which is viable and sustainable and this is presented at Appendix D.

Priority of Instructional Integrity

CityU is fully committed to the priority of maintaining instructional integrity in the operation of our clinics and laboratory - a point that has also been strongly emphasized in the AVBC accreditation document. Our goal is to ensure that the operation of our resources can be both commercially profitable as well as meeting high international standards for teaching and research.

When the University purchased Peace Avenue Veterinary Clinic, it was already a highly profitable and very large practice which has annually in excess of 90,000 consultations. It occupies a leading position in the local market place and is highly regarded for its quality and standard. We are confident that there is no need to change its financial model or to lower the prices, while the clinic can also ensure exposure to a high volume and diverse range of small animal cases for our students.

Currently the clinic has 7 specialists and 20 veterinarians. As not all of the BVM students will be taking a small animal class/rotation at any one time together, we anticipate that the impact of student presence in the clinic will be manageable. Even at a full load of 30 BVM students, they are only required, for all species, to see 50 cases each (1,500 in total, for the cohort). That said, we will continue to monitor the impact and our assumptions carefully, and adapt our plan as needed, to ensure teaching and learning are maintained at the highest standards.

The same can be said for the Veterinary Diagnostic laboratory. Hong Kong's situation is somewhat different from most others in the world. Very few veterinary schools around the world enjoy the strategic advantage of being located within a huge metropolis with a growing pet market. Presently in Hong Kong, there is no commercial veterinary diagnostic laboratory with (ISO 17025) accreditation of any size servicing the commercial market. This should favour our path towards financial sustainability since we have only a small undergraduate programme, and a high service offering that will be

meeting a strong demand, due to lack of competitors of similar standards in Hong Kong and in the region.

Again, with groups of no more than six students at any one time, we anticipate that the BVM's impact on the VDL's commercial operations will be manageable. To ensure ongoing commercial success and instructional integrity, the PAVC and the VDL are both under the oversight of a Board of Directors, comprising of well-established local business leaders, as well as the CityU Dean and the Cornell Dean of Veterinary Medicine. The actual monitoring of teaching and research will be under the two Deans (Cornell's CVM and CVMLS) and Dr Speelman, Chief Veterinary Medical Officer of PAVC.

Cornell Partnership and Contributions

The collaboration between CityU and Cornell University's College of Veterinary Medicine (CVM) goes back almost a decade. It is governed by a number of agreements that are constantly being reviewed and updated, and have previously been made available to the University Grants Committee.

1. Contribution to Programme Development

Cornell's CVM was involved in the plans to establish an interdisciplinary PhD program in Veterinary Sciences that is now in its third year. These students receive supervision by both CityU and Cornell faculty and are spending up to a year of their studies in a research lab of their Cornell supervisor in Ithaca, New York. A number of students are presently already at Cornell doing their study.

Cornell's CVM is also intimately involved in the development and roll-out of the Bachelor of Veterinary Medicine (BVM) at CityU – over the development of the curriculum, leading up to its passage through the university committees. Cornell's CVM was involved in passing on details of its curriculum structure, assessed CityU's curriculum construct and ascertained that its respective Doctor of Veterinary Medicine (DVM) pre-requisites were being met. CityU faculty spent several visits in Ithaca, developing the 6-years BVM curriculum to maturity, before it was passed by the CityU Senate in November last year. Plans are advanced for the first externship for our Animal husbandry experience in summer of 2018, when BVM students are expected to spend four weeks on Cornell-affiliated farms in New York State.

2. Contribution to Specialist Facilities Development

Facilities at CityU, especially the Veterinary Diagnostic Laboratory (VDL) and the specialist clinic at Trinity Towers are being planned and made operational with input from Cornell – to this effect, CityU's VDL has wholesale purchased a copy of all Cornell's veterinary diagnostic standard operating procedures and plans to use them, as appropriate, for the day-to-day running of the laboratory operations.

The specialist clinic at Trinity Towers was planned to the finest detail with input from Cornell's Chief (Veterinary) Medical Officer, Dr Susan Hackner, from its own specialist

clinic at Stamford, Connecticut, and the plans initially drafted by the BDA architects, based in Albuquerque, and recommended by Cornell.

3. Contribution to BVM Implementation and Residency

Cornell faculty was involved in the development of BVM student recruitment criteria, participated in the first vetting and ranking of student applicants and in a round of individual interviews for the final selection in February of 2017.

Cornell faculty is part of our special staffing committee and in the selection and interviewing of candidates for faculty positions (and have hosted some of these in Ithaca as well), and has input into the development and refinement of the School's strategic plan.

Based on our collaboration agreement, once faculty are engaged at CityU, they will collaborate with their respective counterparts at Cornell's CVM. It is envisaged that for the highly integrated "Foundation courses" (such as, "The Animal Body" at Cornell's CVM) CityU faculty will spend up to six months at Ithaca to observe and participate with the courses as they are being run at Cornell, and at the same time develop their own ideas for a copy here at CityU. Case material can then be developed jointly, and to both partners' advantage and standards. CityU has already set up a "Course Material Development Fund" at the Cornell end to facilitate teaching material development for the benefit of both parties.

Through our partners at Cornell, CityU is offering clinical training placements for local veterinarians who want to pursue a specialisation in a particular veterinary discipline – to this end, we currently have a resident in Veterinary Anatomical Pathology in training at Cornell who, upon successful completion of the residency and Board examination, will join the faculty at CityU. Residency training will be further enhanced through the involvement of our veterinary specialists at PAVC, and the exchange of staff between these two organizations.⁴

4. Contribution to Quality Oversight

Cornell faculty will be part of the programme coordination and oversight at CityU and oversee the ongoing quality of programme delivery.

At the organizational level, there are at least monthly meetings by video conferencing between Dean Warnick at Cornell, his senior staff and the School Dean at CityU. Dean Warnick is also serving on the governing Board for our two business entities, the clinic and the diagnostic laboratory. Most importantly, Cornell Dean and senior faculty participated personally in the review of CityU's BVM by the Australasian Veterinary Boards Council (AVBC) in Hong Kong in both, December 2015 and 2016, which finally led to CityU's BVM being granted a "Letter of Reasonable Assurance" in March 2017.

Establishing the BVM as a joint degree programme at Cornell continues to be the long-term goal of our academic partnership. Our discussions so far indicated that the process for establishing joint degree programmes at Cornell requires obtaining internal college and university authorization as well as approval and oversight by state and regional

accrediting bodies. For CityU, it entails authorization of the School Board and approval of the University Senate. The process is invariably long and approval is unlikely before CityU has graduated the first cohort of students. The granting of policy support and public funding by the SAR Government to CityU's BVM will undoubtedly give an important boost to advance the process, as we continue our on-going discussion with our Cornell partners on this matter.

Development of the School into College of Veterinary Medicine and Life Sciences

To further build on the University's strength to advance interdisciplinary research and education under the One Health paradigm, the University Council, based on the endorsement of the Senate, approved the development of the School into a new College of Veterinary Medicine and Life Sciences (CVMLS) effective on 1 July 2007. The existing Dean of the School has also been retitled as CityU's Dean of CVMLS and will continue to manage and oversee the 6-year BVM as a College-based interdisciplinary programme.

The new College is established to provide an integrated platform for creating greater synergy between the expertise of the School and the BMS department to enhance impact and interdisciplinarity at the Human-Animal interface for the effective control and prevention of infectious diseases and the advancement of public health in Hong Kong and the region.

The BMS department is a dynamic academic unit at CityU, committed to pursuing cutting-edge research and education in health and life sciences. The department has a team of world-class scholars with expertise focused on neuroscience, regenerative medicine, cancer biology, and nanomedicine to contribute to disease detection, prevention and eradication, as well as the training of high-calibre healthcare and biotech professionals to respond to societal needs.

Since 2014, the BMS department has been working closely with the School to establish the School's interdisciplinary PhD programme and to provide co-supervision to the students alongside our Cornell partners. The BMS department has also been deeply involved in the planning of the School's BVM curriculum which will have 5 of its courses in pre-clinical training taught by BVM faculty.

The new College structure will enable the School and the BMS department to further leverage on their respective expertise and strength to expand CityU's interdisciplinary team-based research capacity to address critical public health and life sciences issues, and to contribute jointly to the implementation of the 6-year BVM programme in the College.

The new College will initially encompass the BMS department and the School which will be reconstituted as a new Department of Public Health and Infectious Diseases in the University. The mid- to long-term plan is to add another two new departments to the College, one in Clinical Services and the other in Neuroscience to promote translational research in veterinary and human medicine for improving health and quality of life.

The increased collaboration between veterinary medicine and life sciences within the two departments of the new College will further enhance the quality of student intake as well as overall research capacity. It will undoubtedly attract more students to consider CityU as an institute of choice for a professional education and life sciences-related studies. There will also be benefits in leveraging some synergy in teaching the basic biology subjects, such as cell biology, ecology and biostatistics, although we do not anticipate that there will be any significant financial impact on the programmes operated by the respective disciplines within the College. The benefit of synergy can also extend to strengthening research capacity, enabling us to attract more funding and to enhance our research impact and knowledge transfer initiatives.

Cornell University strongly welcomes the establishment of CityU's new College and considers it to be a significant step in the School's strategic development that will further enhance the collaboration between the two institutions in the continuous pursuit of excellence.

Conclusion

The strategic investments made by the University, the achievement of AVBC provisional accreditation status upon the arrival of the first cohort of students this September, and the commitment of dedicated CityU and Cornell University faculty and staff over the past nine years have brought the BVM programme to a mature and exciting stage of development.

CityU thanks the UGC for considering our submission to apply for public-funding for the 6-year BVM programme to commence from the 2019-2022 triennium with an annual intake of 30 students. We assure the government that the 6-year publicly-funded BVM programme, upon being approved by the government, will proceed on a "cost-neutral" basis. It will not adversely affect other UGC-funded programmes at City U, and the University is committed to underwrite any differences in the cost weightings and normative period of study of the 6-year BVM students with the University's own resources.

We believe we have fully addressed all the key issues in this submission and have provided strong and extensive evidences to demonstrate the viability, sustainability and justification of a publicly-funded 6-year BVM programme with an intake of 30 students per annum, supported by our carefully developed cost plan which has also been vetted by Cornell University's CVM.

We look forward to UGC's favourable approval of our application. Government public funding support is critical to ensure the BVM programme's continual long-term success to benefit Hong Kong and the region.

Appendices

Appendix A

AVBC Reasonable Assurance Visit Report in Dec 2016

Appendix B

Outcome letter from AVBC granting Reasonable Assurance in March 2017

Appendix C

Reconfirmation of “Reasonable Assurance” by AVBC in mid- 2017 Report

Appendix D

Cost Plan for a Public-funded BVM at City University of Hong Kong

Appendix E

AAVMC Membership – City University of Hong Kong

Date: 3 October 2017



Report of the Reasonable Assurance Visit
School of Veterinary Medicine
City University of Hong Kong

December 2016

FORMAT OF THIS REPORT

The first section of this report is an introduction inserted to conform with AVBC reporting requirements. Section 2 is based on the AVMA rubric. [Rubric requirements in blue and underlined relate to additional requirements of AVBC-RCVS in relation to the AVMA accreditation standards.](#)

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Section 1

Introduction

An AVBC Reasonable Assurance visit to the School of Veterinary Medicine (SVM), City University of Hong Kong (CityU) was undertaken from 12th to 15th December 2016. The visit was at the invitation of the President of the University, Professor Way Kuo, and was supported by the Dean, Professor Michael Reichel. The visiting team consisted of Emeritus Prof. Norman B. Williamson, Chairman of VSAAC, Professor Ian Robertson, Professor Wayne Hein, Professor Tim Parkinson, Associate Professor Max Zuber, Associate Professor Sharanne Raidal, Dr Gail Cochrane (Hong Kong practitioner) and Dr. Julie Strous (AVBC staff).

The visit team evaluated and reported on the school in relation to the 12 AVBC Standards and findings were based on a self-evaluation report provided by the school, interviews with staff of CityU, the School and the Dean. The facilities in the School were toured.

Background

In 2009, CityU proposed the establishment of the first undergraduate veterinary program in the Hong Kong Special Administrative Region (SAR). In the same year CityU established a collaborative relationship with Cornell University relevant to the planning, establishment and operation of a new veterinary school in Hong Kong SAR. Consequently, the curriculum has been developed in conjunction with Cornell's College of Veterinary Medicine and reflects the desire to deliver on the School's vision through the incorporation of a number of courses that address the core strength areas:

- Emerging Infectious Diseases
- Food Safety
- Animal Welfare
- Aquatic Production

These core strengths areas are to be addressed through embedding in the course material of many of the Foundation courses (i.e. case-based examples in the context of Aquaculture) and through the provision and requirement to address these target areas in the Extra Mural Studies (EMS) experience. They are also to be addressed in the research focus of the School, which are proposed to be supported by a number of research staff (about 6) and appropriately resourced (approx. HK\$ 30 million in the start-up phase). These are anticipated to jointly and separately establish the School as a key provider of veterinary research in the area and region.

The current structure of SVM is depicted in an organigram ([Section 3.4](#)), with further adaptation is proposed as the research areas grow and staff are recruited to the Veterinary Teaching Hospital (VTH) (scheduled for opening in 2018), currently being preceded by Peace Avenue Veterinary Clinic (PAVC, acquired 01 Sept 2015), the Veterinary Diagnostic Laboratory (VDL) (scheduled for opening in early 2017) and an expanding complement of academic teaching staff. CityU proposes commencement of the Bachelor of Veterinary Medicine (BVM) degree in 3rd quarter 2017.

Both the VDL and VTH/PAVC are expected to be operating in a commercial mode, at arms-length from the University. These operations will be overseen by a Board of Directors, some of which are University's appointees, and the remainder being outside appointees from the business community.

There are also ongoing discussions about a possible merger of the Department of Biomedical Sciences into a School or College (preferred) of Veterinary Medicine.

Presently the school's finances are established through an engagement with the School of Veterinary Medicine's Steering Committee and the presentation of business plans for major capital items, such as the Specialist Veterinary Teaching Hospital, the Peace Avenue acquisition, and the Veterinary Diagnostic Laboratory. Staff and operational budgets are to be annually confirmed through the budget process where staff related expenditure is allocated by a formula related to the "headcount" and additional expenditure of a recurrent or non-recurrent basis is approved.

Currently the school's veterinary teaching hospital is the recently acquired Peace Avenue Veterinary Clinic. Academic oversight will be provided by a yet to be appointed Head of Clinical Services, a position that is presently advertised. The appointee in that position will also have overall academic responsibility for all clinical teaching facilities and programs.

As the school develops and increases its faculty, it is proposed that communication between the Dean, Executive Director (responsible for the provision, maintenance and upkeep of facilities, continuing education programs, outreach and communication) and academic leaders will be formalised in appropriate committee structures. The delivery of teaching programs will be overseen by academic leaders, delivery of clinical teaching guaranteed by the unit leaders (such as VDL Director and Chief Veterinary Medical Officer), the relationships between them and SVM will be governed by Service Level contractual arrangements, as exist with outside parties (such as MOUs for access to local farms and facilities, leases etc.)

In December 2015, a consultative visit was undertaken by VSAAC at the invitation of the President of the University and was supported by the Dean and two staff members from the College of Veterinary Medicine of Cornell University. The visiting team consisted of Emeritus Prof. Norman B. Williamson, Chairman of VSAAC, Associate Professor Richard Squires and Dr. Julie Strous (AVBC staff).

The purpose of that visit was to consult with CityU regarding the AVBC accreditation process by explaining the requirements of the AVBC standards-based approach to accreditation, especially in relation to the steps normally taken during the establishment of a new school. The visit provided the opportunity to evaluate the progress of the University in establishing their veterinary professional degree which allowed the team to indicate what further steps are required to prepare the school for a reasonable assurance visit which should be undertaken before the first intake into the veterinary degree program. The visit also allowed the University and School to become familiar with the nature of an accreditation visit and the type of investigation and questioning that would be undertaken by the full visit team during the reasonable assurance visit.

Role and Responsibilities of the Veterinary Schools Accreditation Advisory Committee

The Veterinary Schools Accreditation Advisory Committee (VSAAC) was established in 1999 as a standing committee of the Australasian Veterinary Boards Council (AVBC). It replaced the Australasian Veterinary Schools Accreditation Committee (AVSAC). Further to an agreement in 1990, the Veterinary Registration Authorities in Australia and New Zealand and the Royal College of Veterinary Surgeons (RCVS) entered into a Mutual Accreditation Registration Agreement in June 2000. Under this agreement the Veterinary Registration Authorities in Australia and New Zealand agreed to accept the visitation reports on the UK Schools prepared by the RCVS and the RCVS agreed to accept the visitation reports of VSAAC on the Australian and New Zealand Veterinary Schools. This agreement was reaffirmed in 2005, 2011 and 2015.

The terms of reference for VSAAC are as follows:

The Veterinary Schools Accreditation Advisory Committee of the Council shall assess each Veterinary School in Australia and New Zealand not less than once every seven (7) years and shall:

- Advise the Council on accreditation matters including criteria for the education standards necessary for graduates to be acceptable to the registering authorities, the profession and the community;

- Define standards necessary to ensure reciprocal recognition for graduates from veterinary schools in Australia, New Zealand, South Africa and United Kingdom;
- Determine that any candidate school has the basic resources of staff, equipment, facilities and other physical resources, including teaching material that would reasonably be expected necessary to provide training of graduates to the standards adopted by AVBC;
- Identify, report to each annual general meeting of the Council and offer comment on trends and needs in veterinary education;
- Monitor performance of schools' graduates in their early professional career, and in this respect to liaise with other bodies and agencies as appropriate;
- Advise the Vice Chancellor of the University of which the veterinary school is an organisational unit of any perceived inadequacies for the training of veterinary graduates, requesting annual reports from the university after the visit;
- Comment on the University's response to reported inadequacies to the Council, with further recommendations for action;
- Report on matters referred to it by the Council;
- Make recommendations to the Council on the appointment of assessors.

VSAAC visiting team's accreditation reports are forwarded to AVBC Inc., the Registration Boards in the Australian States and Territories, the Veterinary Council of New Zealand, the Vice Chancellor and Dean (or local equivalent) in the School visited, the Australian Veterinary Association, the New Zealand Veterinary Association, the South Africa Veterinary Council and the Royal College of Veterinary Surgeons. The findings are used by the Veterinary Statutory Bodies in determining eligibility of the degree holders to receive veterinary registration without further examination in the jurisdictions of the Australian, New Zealand, South African and United Kingdom registering authorities.

Reasonable Assurance Process

Upon request, Reasonable Assurance evaluations and site visits for proposed programs are conducted using the methodology used for established accredited programs. The self-evaluation report, the site visit and the report of the evaluation address the standard requirements based on plans and existing resources such as budgets, facilities, teaching and administrative staff. A Reasonable Assurance evaluation is based on planned action and preliminary arrangements subject to the VSAAC deeming the implementation of such planned actions to be reasonable, pragmatic and feasible within appropriate time frames.

A veterinary school is considered eligible to apply for a “Letter of Reasonable Assurance” if the parent institution:

- (1) is legally authorised to confer a degree, and
- (2) employs a veterinarian as dean of the veterinary school.

A formal letter of application from the Vice Chancellor through the veterinary school must be submitted to AVBC to begin the process of obtaining a letter of Reasonable Assurance. The School must submit a self-evaluation document as outlined in the AVBC Accreditation Standards document that addresses each standard. Through its self-evaluation report, the School must address business and educational plans. Programs must address each standard by carefully describing how compliance with that standard will be assured. The self-evaluation document and information gained on site are the basis for the Reasonable Assurance evaluation by VSAAC and a decision to grant Reasonable Assurance is made by the full Council of the AVBC.

A veterinary school granted Reasonable Assurance must offer admission to its first intake of students within 3 years. A School that delays offering admission to its first intake beyond 3 years after being granted reasonable assurance must submit a new formal letter of application to AVBC.

A letter may be granted to a University indicating that there is reasonable assurance of future accreditation of a developing veterinary school, if such a school is established according to detailed plans presented to AVBC, and if these plans demonstrate intent and a realistic plan to comply with the Standards of Accreditation. Reasonable Assurance may lead to Provisional Accreditation. Reasonable Assurance may be renewed annually by the AVBC for a maximum of three years based on progress documented in writing twice a year (January and July). If a developing University granted Reasonable Assurance fails to continue to demonstrate that its plan to develop its program will comply with the Standards, or if the program significantly changes its plan without notifying the AVBC, the AVBC may withdraw the classification of Reasonable Assurance.

A veterinary school granted Reasonable Assurance which is still in effect, will be granted Provisional Accreditation status on the date the initial class is admitted.

Site Visit Process

The site team participated in all interviews and inspections. Documentation as a Self-Evaluation Report (or ‘SER’) was distributed to all site team members before the visit took place. In addition,

further information was requested by the site visit team prior to the visit and this was duly provided by the School to enable review prior to the visit.

Site team members had access to a variety of teaching materials, hand-out papers and software, research publication outlines, committee terms of reference and other requested documents during the visit. This report represents the considered opinion of the team for the purposes of consideration by AVBC members.

Acknowledgements

The visiting team would like to thank the university staff, for their enthusiastic and thoughtful contributions to the visit.

VSAAC Recommendations

(To be added when the report is considered by AVBC members following University review and comment.)

Section 2

Report

Date of site visit	December 12-15, 2016
Site Team	Prof. Norman Williamson, Chair, AVBC Professor Ian Robertson Professor Wayne Hein Professor Tim Parkinson Associate Professor Max Zuber Associate Professor Sharanne Raidal Dr Gail Cochrane (Hong Kong practitioner)
AVBC Staff	Dr. Julie Strous, AVBC

PRINCIPAL UNIVERSITY OFFICERS

President	Professor Way Kuo
Dean	Professor Michael Reichel

***Line through a rubric point indicates that this item was not able to be assessed.**

Glossary

AICD	Australian Institute of Company Directors
AVBC	Australasian Veterinary Boards Council
AVMA	American Veterinary Medical Association
CITYU	City University of Hong Kong
EFTSL	Equivalent full-time student load
EMS	Extra Mural Studies
FTE	Full Time Equivalent
MOU	Memorandum of Understanding
PAVC	Peace Avenue Veterinary Clinic
RCVS	Royal College of Veterinary Surgeons
SER	Self Evaluation Report
SVM	School of Veterinary Medicine
VDL	Veterinary Diagnostic Laboratory
VSAAC	Veterinary School Accreditation Committee
VTH	Veterinary Teaching Hospital

THE STANDARDS OF ACCREDITATION

SITE TEAM REPORT

Site visit: CITY UNIVERSITY OF HONG KONG, SCHOOL OF VETERINARY MEDICINE
 THE STANDARDS OF ACCREDITATION
 SITE TEAM SCORING RUBRIC

Standard 1, Organization

The school must develop and follow its mission statement.

Intent: A well-developed mission statement is helpful in communicating the values and purpose of the school, as long as it is followed and reflected in the actual practices of the school.

What to look for: Evidence of overall teaching, research, and service commitment; commitment to undergraduate education; commitment to provide instruction and clinical opportunities for students in a wide variety of domestic species, including food animal, equine, and companion animal; commitment to excellence in program delivery.

AVBC/RCVS - The school must have a strategic plan and an operating plan.

The school has a well-developed mission statement that is followed.

Y MD N

The school has a strategic plan and an operating plan that is followed.

Y MD N

Comments:

The site team recognizes that the strategic plan is in draft format. It provides sufficient planning outline for the current phase of development but requires expansion in order to serve as a full operating plan.

Dean's Comments:

We are continuing to work on the Strategic and Operational plan and are scheduled to meet with our partners at Cornell in mid-February to further discuss the timelines.

Site Team's Assessment:

The Dean's comments are noted.

Deficiencies (Major/Minor):

[Click here to enter text.](#)

Directives:

[Click here to enter text.](#)

Suggestions:

Commendations:

[Click here to enter text.](#)

Additional Reporting:

The School must expand its operating plan and develop specific, measurable and achievable goals with defined timeframes by December, 2017.

An accredited school of veterinary medicine must be a part of an institution of higher learning accredited by an organization recognized for that purpose by its country's government.

What to look for: The institutional accrediting body has been identified; the accreditation status of the university is provided; deficiencies noted by the accreditor that may impact compliance with the Standards of Accreditation are being addressed adequately.

The school is part of an institution accredited or federally recognized for this purpose.

Y MD N

Comments:

[Click here to enter text.](#)

Dean's Comments:

[Click here to enter text.](#)

Site Team's Assessment:

[Click here to enter text.](#)

Deficiencies (Major/Minor):

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Directives:

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Suggestions:

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Commendations:

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Additional Reporting:

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A school may be accredited only when it is a major academic administrative division of the

parent institution and is afforded the same recognition, status, and autonomy as other professional schools in that institution.

Intent: Effective veterinary schools are complex, multidisciplinary, and resource intensive. Access to senior institutional leaders is essential to ensure ongoing needs are fully appreciated and adequate resources are made available to sustain the teaching, research, and service mission of the school.

What to look for: A flow chart indicating the position of the school of veterinary medicine in the university structure; lines of authority and responsibility are shown; names and titles of principal administrative officers are provided to the level of school.

The school is a major academic administrative division of the university afforded the same recognition, status, and autonomy as other professional schools. **Y MD N**

Comments:

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Dean's Comments:

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Site Team's Assessment:

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Deficiencies (Major/Minor):

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Directives:

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Suggestions:

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Commendations:

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Additional Reporting:

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The Dean, Head or Principal must be a locally registered veterinarian, as must the staff member responsible for the professional, ethical and academic conduct of the school's clinical teaching hospital(s). Where a distributed teaching model is used for clinical education, a university staff registered veterinarian must have oversight of all clinical education provided.

Intent: Veterinary medicine is a unique, multidisciplinary health profession. Decisions affecting the education of veterinarians are best understood and administered by veterinarians.

What to look for: A flow chart of the organizational design of the school, listing names, titles (deans, associate/assistant deans, directors, department heads, etc.), academic

credentials, and assignments of the school administrators. Verify that the Dean and Chief Academic Officer of the Hospital (or the individual with senior leadership responsibility for the clinical programs) are veterinarians.

AVBC - Dean, Head or Principal must be a **locally registered** veterinarian.

AVBC- The Dean, Head or Principal must be able to obtain and direct resources for the veterinary program.

The dean and academic head of the veterinary teaching hospital are veterinarians.	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The dean and academic head is a locally registered veterinarian.	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The Dean, Head or Principal must be able to obtain and direct resources for the veterinary program.	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Comments:
Click here to enter text.

Dean's Comments:
Click here to enter text.

Site Team's Assessment:
Click here to enter text.

Deficiencies (Major/Minor):
Click here to enter text.

Directives:
Click here to enter text.

Suggestions:
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Commendations:
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Additional Reporting:
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There must be sufficient administrative staff to adequately manage the affairs of the school as appropriate to the enrollment and operation.

Intent: Administrative staff (including administrators) play an essential role in all phases of school operation. The administrative staff and structure must be adequate to support students and faculty and fulfill the teaching, research and service mission of the school.

What to look for: Description of the role of administrators (deans, associate/assistant deans, directors, department heads, including academic credentials), faculty, support

staff, and students in the governance of the school; listing of major school committees including committee charge, appointment authority, terms of service (term length/rotation), and current members.

School committee structure, representation, and function are adequate to meet the operational needs of the school effectively. **Y MD N**

Sufficient administrative staff is present to support the operational needs of the school. **Y MD N**

Does the school plan to change its current organization? **Y N**

Intent: Accreditation site visits represent a snapshot of current conditions. However, program sustainability can be positively or negatively impacted by planned organizational changes.

What to look for: A rationale and summary of planned organizational changes including timelines and how the planned changes are expected to improve the existing conditions or address anticipated future needs.

Comments:

Dean's Comments:

[Click here to enter text.](#)

Site Team's Assessment:

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Deficiencies (Major/Minor):

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Directives:

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Suggestions:

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Commendations:

[Click here to enter text.](#)

Additional Reporting:

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AVBC - Governance and Management.

The governance of the school and its management structures and functions must be defined and understood by all stakeholders. This definition must encompass the school's internal relationships, relationships with the university and with the school's external providers.

Governance and management of risk assessment, workplace health and safety, statutory obligations and human resources, animal care and management policies must aspire to be at best practice standards (e.g. those set by AICD or the NZ Institute of Directors).

The composition, terms of reference, powers, reporting relationships, representation of relevant groups, and decisions must be documented for all committees and delegated authorities.

The school's organisational structure must ensure that staff, students and key stakeholder groups have the opportunity to contribute to the school's direction and decision making processes.

The school must be able to assure the AVBC of the continuity of core partnerships for curriculum delivery.

The school must provide evidence that it quickly and effectively manages concerns about, or risks to, the quality of any aspect of the veterinary program.

The governance of the school and its management structures and functions are defined and understood by all stakeholders. **Y MD N**

Governance and management of risk assessment, workplace health and safety, statutory obligations and human resources, animal care and management policies aspire to be at best practice standards (e.g. those set by AICD or the NZ Institute of Directors). **Y MD N**

The composition, terms of reference, powers, reporting relationships, representation of relevant groups, and decisions are documented for all committees and delegated authorities. **Y MD N**

The school's organisational structure ensures that staff, students and key stakeholder groups have the opportunity to contribute to the school's direction and decision making processes. **Y MD N**

The school is able to assure the AVBC of the continuity of core curricular partnerships with MOUs/Contracts in place. **Y MD N**

The school has evidence that it quickly and effectively manages concerns about, or risks to, the quality of any aspect of the veterinary program. **Y MD N**

Comments:

Negotiations are occurring with a variety of potential partners to lock down the provision of animal exposure to the students. MOUs or letters of support were supplied by 19 providers.

The school has developed but not yet finalised plans for securing resources for teaching animal husbandry and handling.

Dean's Comments:

We are submitting with this response a plan for our two-week program for EMS readiness, to be delivered in the summer of 2018, prior to students going out on farm EMS. These same

facilities will be used in our courses that have animal exposure in Year 1.

Site Team's Assessment:

The Dean's comments are noted.

Deficiencies (Major/Minor):

Click here to enter text.

Directives:

Click here to enter text.

Suggestions:

The school should consolidate plans for teaching pre-clinical skills by April, 2017.

Commendations:

Click here to enter text.

Additional Reporting:

Click here to enter text.

Y MD N

Overall, can the school be said to be in compliance with Standard 1?

Click here to enter text.

Standard 2, Finances

Finances must be adequate to sustain the educational programs and mission of the school.

Intent: Veterinary schools must have adequate, sustainable financial resources to fulfill the teaching, research, and service mission.

What to look for: Documentation and data including a financial summary and analysis of actual revenues and expenses for the past five years; actual or projected revenues and expenses for current year; and actual or projected revenues and expenses for next year. Financial analyses must demonstrate adequate, sustainable financial resources to fulfill the teaching, research, and service mission.

AVBC - The school and university must provide reasonable evidence to AVBC that finances to sustain the veterinary program are secure for the next 7 years.

Analysis of revenues and expenditures for the past five years demonstrate adequate, sustainable financial resources to fulfill the teaching, research, and service mission.	Y MD N
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Financial resources are adequate and deployed efficiently and effectively to:

	Y MD N
Support all aspects of the mission, goals, and strategic plan	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	Y MD N
Ensure stability in the delivery of the program	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	Y MD N
Allow effective faculty, administrator, and staff recruitment, retention, remuneration, and development	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	Y MD N
Maintain and improve physical facilities, equipment, and other educational and research resources	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	Y MD N
Enable innovation in education, inter-professional activities, research and other scholarly activities, and practice	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	Y MD N
Measure, record, analyze, document, and distribute assessment and evaluation activities	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	Y MD N
Ensure an adequate quantity and quality of practice sites and preceptors are provided to support the curriculum, as needed.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	Y MD N
The school and university has provided reasonable evidence that finances to sustain the veterinary program are secure for the next 7 years.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Comments:

[Click here to enter text.](#)

Dean's Comments:

Click here to enter text.

Site Team’s Assessment:

Click here to enter text.

Deficiencies (Major/Minor):

Click here to enter text.

Directives:

Click here to enter text.

Suggestions:

Click here to enter text.

Commendations:

Click here to enter text.

Additional Reporting:

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Schools with non-veterinary undergraduate degree programs must clearly report finances (expenditures and revenues) specific to those programs separately from finances (expenditures and revenues) dedicated to all other educational programs.

~~Intent: It is important to evaluate the impact non-veterinary, undergraduate degree programs offered by the school have on the professional program.~~

~~What to look for: Clear reporting of the expenditures and revenues specific to non-veterinary, undergraduate degree programs offered by the school and impact on the BVSc program.~~

~~Non-veterinary undergraduate degree programs offered by the school do not adversely affect resources available to deliver the professional program. n/a~~

~~Y MD N~~

Comments:

Click here to enter text.

Dean’s Comments:

Click here to enter text.

Site Team’s Assessment:

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Deficiencies (Major/Minor):

Click here to enter text.

Directives:

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Suggestions:
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Commendations:
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Additional Reporting:
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Clinical services, field services, and teaching hospitals must function as instructional resources. Instructional integrity of these resources takes priority over financial self-sufficiency of clinical services operations.

Intent: Efficient operation of clinical services is highly encouraged, but must not take precedence over the educational mission of the school.

What to look for: Evidence that adequate resources for instruction and clinical opportunities are provided for students in a wide variety of domestic species, including food animal, equine, and companion animal; commitment to excellence in program delivery.

Clinical services, field services, and teaching hospitals function as instructional resources.	Y	MD	N
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional integrity of these resources takes priority over financial self-sufficiency of clinical services operations (educational objectives take priority).	Y	MD	N
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Dean's Comments:
[Click here to enter text.](#)

Site Team's Assessment:
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Deficiencies (Major/Minor):
[Click here to enter text.](#)

Directives:
[Click here to enter text.](#)

Suggestions:
[Click here to enter text.](#)

Commendations:
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Additional Reporting:

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Y MD N

Overall, can the school be said to be in compliance with Standard 2?

Finances appear adequate to sustain the educational aims of the School.

Standard 3, Facilities and Equipment

All aspects of the physical facilities must provide an appropriate learning environment. Classrooms, teaching laboratories, teaching hospitals, which may include but are not limited to ambulatory/field service vehicles, seminar rooms, and other teaching spaces shall be clean, maintained in good repair, and adequate in number, size, and equipment for the instructional purposes intended and the number of students enrolled.

Administrative and faculty offices and research laboratories must be sufficient for the needs of the faculty and staff.

An accredited school must maintain an on-campus veterinary teaching hospital(s), or have formal affiliation with one or more off-campus veterinary hospitals used for teaching. Appropriate diagnostic and therapeutic service components including but not limited to pharmacy, diagnostic imaging, diagnostic support services, isolation facilities, intensive/critical care, ambulatory/field service vehicles, and necropsy facilities to support the teaching hospital(s) or facilities must be provided to support the teaching hospital(s) or facilities with operational policies and procedures posted in appropriate places.

Intent: Schools must have adequate and appropriate physical facilities to facilitate interaction among administration, faculty and students. The physical facilities must meet legal standards and be safe, well maintained, and adequately equipped. Schools must demonstrate compliance with relevant institutional practices and the American Disabilities Act to provide appropriate access to learning and clinical facilities for students with disabilities.

What to look for:

Evidence that all aspects of the physical facilities provide an appropriate learning environment for the number of students enrolled, including students with disabilities. Effective biosecurity and safety measures are in place and regularly monitored.

Classrooms, teaching laboratories, teaching hospitals, which may include but are not limited to ambulatory/field services vehicles, seminar rooms, and other teaching spaces are:

Clean and well maintained	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Adequate in number, size, and equipment for the instructional purposes intended	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Adequate in number, size, and equipment for the number of students enrolled.	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

There is ready student access to adequate study, recreation, locker and food services facilities.	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Administrative and faculty offices and research laboratories are sufficient for the	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

needs of faculty and staff.

Adequate on-campus veterinary teaching hospital(s), or formal affiliation with one or more adequate off-campus veterinary hospitals are provided for teaching. **Y MD N**

Diagnostic and therapeutic service components, including but not limited to the following are available that reflect contemporary standards and provide an adequate learning environment:

Pharmacy **Y MD N**

Diagnostic imaging **Y MD N**

Diagnostic support services **Y MD N**

Isolation facilities **Y MD N**

Intensive/critical care **Y MD N**

Ambulatory/field service vehicles **Y MD N**

Necropsy facilities. **Y MD N**

Effective school and/or institutional biosecurity officer/committee and safety officers responsible for clinical and research facilities in place. **Y MD N**

~~Evidence that building materials, especially flooring and wall surfaces are in good repair, promote animal and personnel safety, and can be adequately disinfected for infectious disease control.~~ **Y MD N**

~~Operational policies and procedures are posted in appropriate places.~~ **Y MD N**

~~Protocols (SOP's) for Isolation units or other biosecurity areas are posted or readily accessible.~~ **Y MD N**

~~If Isolation units do not have separate external entrances, appropriate protocols for admission of isolation patients are in place.~~ **Y MD N**

N/A

~~Evidence of appropriate controlled substance management and auditing in the hospital pharmacy, at distributed dispensing sites in clinical facilities and in ambulatory facilities, including policies related to student access to/use of controlled substances.~~ **Y MD N**

~~Evidence of safe handling of chemotherapeutic/cytotoxic drugs.~~ **Y MD N**

Evidence of regular monitoring of radiation safety. **Y MD N**

~~Evidence of regular monitoring of formaldehyde levels in anatomy laboratories~~ **Y MD N**

~~and compliance with state regulations.~~

Evidence that learning and clinical facilities are accessible to disabled students.

Y MD N

Comments:

The site team was assured that the facilities at PAVC are better than local standards and the team could be reasonably assured that the new facility will also comply with the AVBC standard. It was noted that although an exotics ward is planned, contemporary practice would require that this is divided into a “hot” and a “cold” room. Trinity Towers appears to have more than adequate space for effective clinical teaching.

Space and facilities appear to be inadequate for teaching post mortem procedures and gross pathology. Current necropsy facilities appear not to meet contemporary standards and will require carefully applied protocols and/or structural alterations to ensure adequate biosecurity. Given the current structures provided for necropsy in the Veterinary Diagnostic Laboratory, applying a two zone (clean/contaminated) ingress and egress appears to be impossible. Space for changing to overalls and boots appears inadequate.

No plans were presented for an anatomy laboratory, although a provisional space allocation was described. As this will be on a high floor in a tower block, detailed planning will be needed to manage the infrastructure and cadaver preparation required for this laboratory.

Although provisional plans were presented for many live animal facilities, most of these facilities are not yet in existence.

Dean’s Comments:

We are submitting with this draft plans for the new development at Trinity Towers that clearly now show a cold and hot room on the first floor (thank you for that timely suggestion).

The visit and our entrance into the Veterinary Diagnostic Laboratory during the site visit might have given the team a wrong impression. We used the delivery entrance to the necropsy room and the main double doors were wide open (and thus maybe not entirely visible to the visiting team). That entrance would not be used by staff or students, and the doors only be opened separately. Once the laboratory is operational, staff and students will enter to the side entrance on the right (if facing the laboratory from the street), not through the necropsy room and not through sample reception (which was to the left of the large steel doors).

We are also submitting a document (and 360 degree imagery) that provides evidence that biosecurity and biosafety standards can be met in the Veterinary Diagnostic Laboratory (double doors at both ends, etc.), as well as modifications to the changing facilities that would reduce the size of the showers, increase changing space and provide locker facilities for students.

We are also presently exploring the possibility for an Anatomy complex in a modified lecture theatre at the back of the university’s swimming pool that will provide ample space (taking note of the teams’ observation that the proposed site on the 7th floor might create access issues. That space on the 7th floor will now be used for that also suggested wet lab for Pathology and Parasitology teaching (plans to follow by the end of the month), a location that has been confirmed by the President

Site Team’s Assessment:

The Dean's comments are noted.

Deficiencies (Major/Minor):

Click here to enter text.

Directives:

The facility in which post mortem teaching occurs must be improved in order to ensure an acceptable standard of biosecurity and operation.

Suggestions:

Click here to enter text.

Commendations:

Click here to enter text.

Additional Reporting:

Click here to enter text.

Facilities for the housing of animals used for teaching and research shall be sufficient in number, 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 school. Safety of personnel and animals must be assured.

Intent: Teaching and research animals must be maintained and cared for in accordance with the accepted animal welfare standards including the Animal Welfare Act.

What to look for: Evidence that the housing and care provided for teaching and research animals is consistent with the Animal Welfare Act and other accepted animal welfare standards, for example, an appropriately functioning [Animal Ethics Committee](#) is in place, favorable USDA inspection reports, and AAALAC accreditation (not required). Evidence that the school/institutional biosecurity/safety committee is appropriately structured and functions effectively are covered above.

AVBC/RCVS - Core clinical teaching facilities may be provided on campus or externally. The school must ensure standards of teaching clinics remain comparable with the best available in the private sector through regular review.

AVBC/RCVS - The veterinary school must describe a clear strategy and program for maintaining and upgrading its buildings and equipment.

AVBC/RCVS - All core teaching sites (whether on campus or external) should provide dedicated learning spaces including adequate internet access.

~~Housing for teaching and research animals provides sufficient space that is properly constructed and maintained in accordance with accepted animal~~

Y MD N

welfare standards.

~~Adequate teaching, laboratory, research, and clinical equipment are available for examination, diagnosis, and treatment of all animals used by the school.~~ **Y MD N**

Adequate safety and facilities management plans are in place and followed. **Y MD N**

Clinical teaching facilities are regularly reviewed against private sector best practice standards. **Y MD N**

An adequate program for maintaining and upgrading buildings and equipment exists. **Y MD N**

All core clinical sites have learning spaces and internet access. **Y MD N**

Comments:

Most of the animal facilities are still at early planning stage. Verbal assurances sounded promising. They will require further investigation as they are developed.

Dean's Comments:

We are continuing to work on the establishment of a cattle facility in Lam Tsuen (as visited) and the survey work and associated activities, ultimately leading to the purchase of the land are progressing well.

Site Team's Assessment:

The Dean's comments are noted.

Deficiencies (Major/Minor):

[Click here to enter text.](#)

Directives:

[Click here to enter text.](#)

Suggestions:

[Click here to enter text.](#)

Commendations:

[Click here to enter text.](#)

Additional Reporting:

[Click here to enter text.](#)

Overall, can the school be said to be in compliance with Standard 3? **Y MD N**

[Click here to enter text.](#)

Standard 4, Animal Resources

Normal and diseased animals of various domestic and exotic species must be available for instructional purposes, either as clinical patients or provided by the institution. While precise numbers are not specified, in-hospital patients and outpatients including field service/ambulatory and herd health/production medicine programs are required to provide the necessary quantity and quality of clinical instruction.

It is essential that a diverse and sufficient number of surgical and medical patients be available during an on-campus clinical activity for students' clinical educational experience. Experience can include exposure to clinical education at off-campus sites, provided the school reviews these clinical experiences and educational outcomes. Further, such clinical experiences should occur in a setting that provides access to subject matter experts, reference resources, modern and complete clinical laboratories, advanced diagnostic instrumentation and ready confirmation (including necropsy). Such examples could include a contractual arrangement with nearby practitioners who serve as adjunct faculty members and off-campus field practice centers. The teaching hospital(s) shall provide nursing care and instruction in nursing procedures. A supervised field service and/or ambulatory program must be maintained in which students are offered multiple opportunities to obtain clinical experience under field conditions. Under all situations students must be active participants in the workup of the patient, including physical diagnosis and diagnostic problem oriented decision making.

Intent: The clinical resources available through the veterinary school should be sufficient to ensure the breadth and quality of outpatient and inpatient teaching. These resources include adequate numbers and types of patients (e.g., species, physiologic status, intended use) and physical resources in appropriate learning environments.

What to look for: Documentation and analysis of caseload in the Teaching Hospital, Ambulatory/Field Service, Herd/Flock Programs, and Off-campus Facilities for the past five years; Analysis must demonstrate the availability of adequate, sustainable numbers of diseased animals to fulfill the teaching, research, and service mission. The number and variety of normal animals must be consistent with student enrollment. Assess the school response to increasing/decreasing medical resources and efforts to maximize the teaching value of each case across the curriculum. Core off-campus clinical sites must provide an appropriate learning environment.

There are adequate numbers of normal and diseased animals; analysis of five year caseload data are consistent with student enrollment.

Y MD N

There is an adequate mix of domestic and exotic animal species.

Y MD N

Y MD N

There are adequate numbers of in-hospital patients and outpatients.

There is adequate access to a reasonable number of surgical and medical patients.

Y MD N

There are adequate number of patients available for instructional purposes, either as clinical patients or provided by the institution.

Y MD N

Core off-campus clinical experiences occur in settings/field practice centers that provide:

Consistent and appropriate access to subject matter expertise

Y MD N

Adequate reference resources

Y MD N

Access to modern and complete clinical laboratories

Y MD N

Sufficient access to advanced diagnostic instrumentation and ready confirmation (including necropsy)

Y MD N

Appropriate numbers of adjunct faculty members.

Y MD N

Students have multiple opportunities to obtain clinical experience under field conditions.

Y MD N

Students are active participants in the workup of the patient including physical diagnosis and diagnostic problem oriented decision making and client communication.

Y MD N

Comments:

There are currently ample normal and diseased small animals at Peace Avenue Veterinary Clinic and caseload at Trinity Towers is highly likely to be sufficient for student enrollment. Access to normal production animals is likely to be sufficient based on plans for the cattle handling facility and access to the livestock industries.

There appear to be adequate numbers of small animal in-hospital patients and outpatients.

Dean's Comments:

[Click here to enter text.](#)

Site Team's Assessment:

[Click here to enter text.](#)

Deficiencies (Major/Minor):

[Click here to enter text.](#)

Directives:

Click here to enter text.

Suggestions:

Click here to enter text.

Commendations:

Click here to enter text.

Additional Reporting:

External arrangements for access to production animals must be reported in December 2017.

Medical records must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching, research, and service programs of the school.

Intent: Comprehensive, retrievable medical records are an essential instructional resource for student learning and fulfillment of the research and service mission. Although not specifically mentioned in the Standards, it is understood that the medical records include the record keeping and tracking of controlled substances. This is considered under pharmacy in Standard 3 but should be documented within this standard as well.

What to look for: Evidence of effective, retrievable medical recordkeeping across clinical service areas.

A comprehensive medical records system is maintained and kept in an effective retrieval system for major species.

Y MD N

Comments:
 Click here to enter text.

Dean's Comments:
 Click here to enter text.

Site Team's Assessment:
 Click here to enter text.

Deficiencies (Major/Minor):
 Click here to enter text.

Directives:
 Click here to enter text.

Suggestions:
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Commendations:
 Click here to enter text.

Additional Reporting:

Click here to enter text.

AVBC - Normal and diseased animals of various domestic and exotic species must be available for students to develop their pre-clinical and clinical skills. This includes a sufficient, reliable supply of live animals, cadavers and teaching materials of animal origin to enable students to develop expertise in necropsy, food hygiene and veterinary public health.

The school must provide supervised access to, and hands-on experience with, a sufficient number and variety of animals of the main domestic species to ensure that students become competent in their handling and develop knowledge of their husbandry and behaviour. Schools must conduct effective assessment to ensure that students have competence in animal handling before commencing extramural and clinical work

It is preferred that veterinary schools maintain herds or flocks of teaching animals of the main large animal species (cattle, sheep, pigs and horses) at readily accessible premises
The focus of this section is reporting the materials provided for students in: preclinical subjects e.g. anatomy, animal handling/animal husbandry, necropsy, abattoir and public health.

To ensure that students become competent in their handling and develop knowledge of their husbandry and behavior there is:

- | | |
|--|---|
| • Supervision | Y MD N |
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| • Hands on experience | Y MD N |
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| • sufficient numbers and adequate variety of animals of the main domestic species | Y MD N |
| | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| • students are assessed in animal handling before commencing extramural and clinical work. | Y MD N |
| | <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Normal and diseased animals of various domestic and exotic species are available for students to develop their pre-clinical and clinical skills.	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

There is a sufficient, reliable supply of live animals, cadavers and teaching materials of animal origin to enable students to develop expertise in necropsy, food hygiene and veterinary public health.	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Comments:

The site team were shown outline plans for a cattle facility to provide opportunities for teaching handling and basic clinical procedures on normal animals. Aquaculture facilities at the Centre for Aquaculture Research were judged to have the potential to be appropriate for teaching and research.

Dean's Comments:

We are continuing to develop both of those facilities, have engaged surveyors and a dairy consultant for the planning of the cattle facility (see comment above).

As previously mentioned in this report, we are submitting with this plans for an “EMS-readiness camp” that students will be required to participate in, prior to starting farm EMS.

Site Team’s Assessment:

The Dean’s comments are noted.

Deficiencies (Major/Minor):

Click here to enter text.

Directives:

Click here to enter text.

Suggestions:

Animal Husbandry EMS should be managed so that students are assessed in animal handling of relevant species before commencing extra mural placements.

Commendations:

Click here to enter text.

Additional Reporting:

Click here to enter text.

Y MD N

Overall, can the school be said to be in compliance with Standard 4?

Click here to enter text.

Standard 5, Information Resources

Information retrieval, evaluation, and efficient use are essential to veterinary medical education, research, public service, and continuing education. Timely access to information resources and information professionals must be available to students and faculty. The school shall have access to the human, digital, and physical resources for retrieval of relevant veterinary and supporting literature and development of instructional materials.

Intent: Timely access to information resources and information professionals is essential to veterinary medical education, research, public service, and continuing education.

What to look for: Evidence that the school provides adequate access to the human, digital, and physical resources for students, faculty, staff, and graduate students for information retrieval and the development of instructional materials.

AVBC/RCVS - The school must provide students with unimpeded access to learning resources which include scientific and other relevant literature, internet and internal study resources, and equipment for the development of procedural skills (e.g. models). It will demonstrate how the use of these resources is aligned with the pedagogical environment and learning outcomes within the program, and have mechanisms in place to evaluate the teaching value of innovations in learning resources.

Access to information resources for students and faculty is adequate on and off-campus.	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The qualifications of personnel who support learning and information technology resources for faculty and students are adequate.	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Access to personnel who support learning and information technology resources for faculty and students is adequate.	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Access to qualified personnel necessary for development of instructional materials is adequate.	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The school provides adequate access to the information technology resources necessary for development of instructional materials.	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The school provides adequate resources (training, support) for students to improve their skills in accessing and evaluating information relevant to veterinary medicine from sources in various media.	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The school demonstrates that the use of these resources is aligned with the learning outcomes within the program.	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The school has mechanisms in place to evaluate the teaching value of innovations in learning resources.	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Current plans for improvement are adequate, if indicated.

Comments:

The School has adequate access to the human, digital and physical resources for the retrieval of relevant veterinary and supporting literature and development of instructional materials.

Dean's Comments:

We are continuing to develop our immersive digital farm experiences and have submitted and had accepted an abstract to the upcoming InVeST 2017 in South Africa

Site Team's Assessment:

The Dean's comments are noted.

Deficiencies (Major/Minor):

[Click here to enter text.](#)

Directives:

[Click here to enter text.](#)

Suggestions:

[Click here to enter text.](#)

Commendations:

[Click here to enter text.](#)

Additional Reporting:

[Click here to enter text.](#)

Overall, can the school be said to be in compliance with Standard 5?

Y MD N

[Click here to enter text.](#)

Standard 6, Students and Learning Support

The number of professional degree students, BVSc or equivalent, is consistent with the resources and the mission of the school.

Intent: Accredited schools must have sufficient resources to accommodate the number of students enrolled and meet the stated mission.

What to look for: Evidence that the facilities, number of faculty and staff, and pre-clinical/clinical resources are sufficient to meet student needs. Analyze five-year trends for enrollment, the percent minorities, and the number of students in other educational programs offered by the school.

Facilities, number of faculty and staff, and pre-clinical/clinical resources are sufficient to meet student needs.

Y MD N

Comments:

[Click here to enter text.](#)

Dean's Comments:

[Click here to enter text.](#)

Site Team's Assessment:

[Click here to enter text.](#)

Deficiencies (Major/Minor):

[Click here to enter text.](#)

Directives:

[Click here to enter text.](#)

Suggestions:

[Click here to enter text.](#)

Commendations:

[Click here to enter text.](#)

Additional Reporting:

[Click here to enter text.](#)

Schools should establish post-BVSc programs such as internships, residencies and advanced degrees (e.g., MS, PhD), that complement and strengthen the professional program.

Intent: Post-BVSc training programs and the presence of interns, residents, and graduate students enrich the learning environment for professional students.

What to look for: The number of post-BVSc students over the last five years and evidence of appropriate integration of interns, residents, and graduate students into the education of professional students. On clinical rotations, there should be sufficient caseload to support the education of professional students and interns and residents with appropriate balance between professional student and intern exposure to, and opportunity to participate in, entry-level clinical skills/competencies.

School has established post-BVSc programs such as internships, residencies and advanced degrees (e.g., MS, PhD), that complement and strengthen the professional program. **Y MD N**

Comments:
Click here to enter text.

Dean's Comments:
Click here to enter text.

Site Team's Assessment:
Click here to enter text.

Deficiencies (Major/Minor):
Click here to enter text.

Directives:
Click here to enter text.

Suggestions:
Click here to enter text.

Commendations:

Additional Reporting:
Click here to enter text.

Student support services must be available within the school or university. These must include, but are not limited to, appropriate services to support student wellness and to assist with meeting the academic and personal challenges of the veterinary program; support for students with learning or other disabilities; and support extra-curricular activities relevant to veterinary medicine and professional growth.

Intent: To ensure student support services are readily available and adequate.

What to look for: Evidence that the school provides adequate student services for the number of students enrolled, including registration, testing, mentoring/advising, counseling (career and mental health), tutoring, services for students with disabilities, financial aid, peer assistance, and clubs and organizations.

AVBC/RCVS - This shall include provision of reasonable accommodations for disabled students and support for students from nominated equity and diversity groups, consistent with all relevant disability, discrimination and/or human rights legislation. There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).

	Y MD N
Adequate student support services are available within the school or university.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Reasonable accommodation is provided for disabled students and support for students from nominated equity and diversity groups, consistent with all relevant disability, discrimination and/or human rights legislation.	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
A mechanism is in place for resolution of student grievances (e.g. interpersonal conflict or harassment).	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Mechanism exists for students to convey needs and wants to school.	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Comments:
Click here to enter text.

Dean's Comments:
Click here to enter text.

Site Team's Assessment:
Click here to enter text.

Deficiencies (Major/Minor):
Click here to enter text.

Directives:
Click here to enter text.

Suggestions:
Click here to enter text.

Commendations:
Click here to enter text.

Additional Reporting:
Click here to enter text.

Each accredited school must provide a mechanism for students, anonymously if they wish, to

offer suggestions, comments, and complaints regarding compliance of the school with the Standards of Accreditation. These materials shall be made available to AVBC annually.

Intent: To ensure students can provide feedback.

What to look for: A reasonable mechanism for students to comment anonymously regarding the school’s compliance with the 12 Standards of Accreditation. If comments have been received – how has the school responded?

~~School provides a mechanism for students, including anonymous means, if students wish, to offer suggestions, comments, and complaints regarding compliance of the school with the Standards of Accreditation.~~

Y MD N

~~Student comments have been made available to the Council annually.~~

Y MD N

Comments:

The University implements comprehensive student welfare policies.

Dean’s Comments:

[Click here to enter text.](#)

Site Team’s Assessment:

[Click here to enter text.](#)

Deficiencies (Major/Minor):

[Click here to enter text.](#)

Directives:

[Click here to enter text.](#)

Suggestions:

[Click here to enter text.](#)

Commendations:

[Click here to enter text.](#)

Additional Reporting:

[Click here to enter text.](#)

Y MD N

Overall, can the school be said to be in compliance with Standard 6?

[Click here to enter text.](#)

Standard 7, Admission

The school shall have a well-defined and officially stated admissions policy.

Intent: Accredited schools are expected to have a fair and unbiased admission policy (selection process and minimum criteria) that is clearly stated and easily accessible for prospective students.

What to look for: The admissions process should be standardized as much as possible to ensure applicants are evaluated fairly and consistently. The admissions process and minimum criteria for acceptance must be clearly stated in the school catalogue and web site.

AVBC - The school must have clear strategies for managing the selection of equity and diversity groups. Potential students must be advised of the demands of the veterinary course and requirements of veterinary registration boards for fitness to practice.

AVBC - English language standards must be shown to conform to current requirements of AVBC by graduation

The school has a well-defined admissions policy that is fair and unbiased:

The selection process is fair and unbiased Y MD N

Academic performance criteria indicate reasonable potential for successful completion of the professional curriculum. Y MD N

The admissions policy is clearly stated and readily accessible. Y MD N

The school has clear strategies for managing the selection of equity and diversity groups. Potential students are advised of the demands of the veterinary course and requirements of veterinary registration boards for fitness to practise. Y MD N

Entry level English language standards conform to current requirements of AVBC. Y MD N

Comments:

Selection of students is based on academic performance, a personal statement and an interview. The criteria for assessment of the personal statement and interview are not documented.

Dean's Comments:

We are submitting with this response a document outlining our intended Admissions process (including a rubric) that will be reviewed after this first, and subsequent exercises, as described.

Site Team’s Assessment:

The Dean’s comments are noted.

Deficiencies (Major/Minor):

Click here to enter text.

Directives:

Click here to enter text.

Suggestions:

Consideration of the development of a rubric

Commendations:

Click here to enter text.

Additional Reporting:

Click here to enter text.

The policy shall provide for an admissions committee, a majority of whom shall be full-time faculty members. The committee shall make recommendations regarding the students to be admitted to the professional curriculum upon consideration of applications of candidates who meet the academic and other requirements as defined in the college’s formal admission policy.

Intent: A properly appointed faculty committee is expected to be responsible for developing and implementing the admissions process and criteria, and making recommendations regarding the candidates admitted to college.

What to look for: The majority of the admissions committee must be full-time faculty members. Adequate training should be provided for committee members and others involved in the selection process to ensure applicants are evaluated fairly and consistently. Rotating terms for committee members is considered best practice. Recommendations for admission to the college are made by the admissions committee according to the stated criteria. The admissions committee should periodically evaluate the success of the admissions process.

AVBC - The basis for decisions on academic progression must be explicit and readily available to the students. The school must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately (including areas such as: practical animal handling and client communication).

Majority of the admission committee are full-time faculty members.

Y MD N

~~An adequate training program is in place to ensure the admissions process is~~

Y MD N

~~conducted fairly and consistently for all applicants.~~

Committee makes recommendations regarding the students to be admitted to the professional curriculum. **Y MD N**

Candidates recommended meet the academic and other requirements defined in the college's formal admission policy. **Y MD N**

~~Five year trends for applicant/position and offers made/acceptances are stable.~~ **Y MD N**

~~Five year trends for absolute and relative student attrition are consistent with the mission of the college.~~ **Y MD N**

The rules for academic progression and student exclusion are explicit and readily available to the students. **Y MD N**

The school has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately. **Y MD N**

~~The admissions committee periodically assesses the success of the selection process to meet the mission of the college.~~ **Y MD N**

Comments:

There is no formal admissions committee. Selection will be conducted by a three person panel.

Dean's Comments:

As mentioned before, are submitting with this draft a document detailing our Admissions process. Interviewers will calibrate their scoring prior to the first interviews, and a substantial review of the first admissions exercise will be conducted to enhance subsequent rounds.

Site Team's Assessment:

The Dean's comments are noted.

Deficiencies (Major/Minor):

[Click here to enter text.](#)

Directives:

[Click here to enter text.](#)

Suggestions:

A formal training program for interviewers should be developed.

Review of the admissions process should be undertaken based on the experience of the initial process of the first year's intake.

The selection process should include an assessment rubric for the personal statement and interview.

Commendations:

[Click here to enter text.](#)

Additional Reporting:

Click here to enter text.

In relationship to enrollment, the schools must provide accurate information for all advertisements regarding the educational program by providing clear and current information for prospective students. Further, printed catalog or electronic information, must state the purpose and goals of the program, provide admission requirements and procedures, state degree requirements, present faculty descriptions, clearly state information on tuition and fees along with procedures for withdrawal, give necessary information for financial aid programs, and provide an accurate academic calendar. The information will include national and state requirements for licensure.

Intent: Accredited schools must provide accurate, complete information for recruiting purposes. The school catalog should provide accurate admission requirements and procedures, withdrawal processes, financial aid information, licensure requirements, and an accurate academic calendar.

What to look for: Evidence the school provides accurate, complete information for recruiting purposes on its web site, catalog, and advertisements covering area listed below.

	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
School provides clear and current information for prospective students.	
	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Printed catalog or electronic information:	
	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
States the purpose and goals of the program	
	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Provides admission requirements and procedures	
	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
States degree requirements	
	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Presents faculty descriptions	
	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
States information on tuition and fees	
	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
States procedures for withdrawal	
	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Gives necessary information for financial aid programs	
	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Provides an accurate academic calendar

Y MD N

~~Includes national and state requirements for licensure.~~

Comments:

Click here to enter text.

Dean's Comments:

Click here to enter text.

Site Team's Assessment:

Click here to enter text.

Deficiencies (Major/Minor):

Click here to enter text.

Directives:

Click here to enter text.

Suggestions:

Click here to enter text.

Commendations:

Click here to enter text.

Additional Reporting:

Click here to enter text.

Subjects for admission shall include those courses prerequisite to the professional program in veterinary medicine, as well as courses that contribute to a broad general education. The goal of pre-veterinary education shall be to provide a broad base upon which professional education may be built, leading to lifelong learning with continued professional and personal development.

Intent: The goal of pre-veterinary education shall be to provide a broad base upon which professional education may be built, leading to lifelong learning with continued professional and personal development.

What to look for: The pre-veterinary curriculum includes requirements to prepare students for the professional curriculum, as well as a broad base for professional and personal development and lifelong learning.

Subjects for admission include courses prerequisite to the professional program in veterinary medicine.

Y MD N

Subjects for admission include courses that contribute to a broad general education.

Y MD N

Comments:

Click here to enter text.

Dean’s Comments:

Click here to enter text.

Site Team’s Assessment:

Click here to enter text.

Deficiencies (Major/Minor):

Click here to enter text.

Directives:

Click here to enter text.

Suggestions:

Click here to enter text.

Commendations:

Click here to enter text.

Additional Reporting:

Click here to enter text.

Factors other than academic achievement must be considered for admission criteria.

Intent: Effective veterinarians have a number of attributes unrelated to academic performance. Accredited schools are required to consider other factors that contribute to the ability of their graduates to be successful members of the profession.

What to look for: Non-academic factors must be included in the selection process, for example, experience with animals and an understanding of veterinary medicine, effective interpersonal skills, leadership experience, economically disadvantaged background, etc.

	Y	MD	N
Factors other than academic achievement are considered for admission.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selected candidates meet academic and non-academic requirements as defined in the school's formal admission policy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transfer policies are academically appropriate and the five-year trend for admittance is reasonable based on available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Click here to enter text.

Dean’s Comments:

Click here to enter text.

Site Team's Assessment:

Click here to enter text.

Deficiencies (Major/Minor):

Click here to enter text.

Directives:

Click here to enter text.

Suggestions:

Click here to enter text.

Commendations:

Click here to enter text.

Additional Reporting:

Click here to enter text.

Overall, can the school be said to be in compliance with Standard 7?

Y MD N

Click here to enter text.

Standard 8, Academic and Support Staff

Academic and support staff numbers and qualifications must be sufficient to deliver the educational program and fulfill the mission of the school.

Intent: Accredited veterinary schools must have a cohort of staff members with the qualifications and time needed to deliver the curriculum and to meet the other needs and mission of the school.

What to look for: Evidence that the number of faculty with appropriate qualifications in each functional area are adequate to deliver the didactic and clinical curriculum and fulfill the mission of the school.

~~The curricular responsibilities of faculty lost over the last five years have been replaced through faculty renewal, other appropriate personnel, or mitigated by curricular change.~~ ~~**Y MD N**~~

Academic and support staff numbers and qualifications in each functional area are sufficient to deliver the educational program and fulfill the mission of the school. **Y MD N**

Comments:

A small cadre of academic staff may be stretched to cover all discipline areas and academic administrative functions.

Dean's Comments:

The planned staffing as presented provides for a minimum of 24 academic positions plus 20 research-intensive faculty in the theme areas. There are additional veterinary and scientific appointments in the Veterinary Diagnostic Laboratory and presently 32 veterinary positions in PAVC, some of which, like the Laboratory Director and CVMO will hold Adjunct positions in SVM. We are also fortunate to be well supported by a strong cadre of executive (Shirley as an example) and clerical (e.g. Winnie) officers, and not limited to the two aforementioned.

Site Team's Assessment:

The Dean's comments are noted.

Deficiencies (Major/Minor):

[Click here to enter text.](#)

Directives:

[Click here to enter text.](#)

Suggestions:

[Click here to enter text.](#)

Commendations:

Click here to enter text.

Additional Reporting:

Click here to enter text.

Participation in scholarly activities is an important criterion in evaluating the faculty and the school. The school shall give evidence that it utilizes a well-defined and comprehensive program for the evaluation of the professional growth, development, and scholarly activities of the faculty.

Intent: A comprehensive faculty evaluation program stimulates continuous professional development.

What to look for: Evidence that promotion and tenure policies and procedures and annual performance review process include consideration of professional growth, development, [teaching effectiveness](#) and scholarly activity, for example, student and peer course evaluations, publications, research funding, etc.

The school utilizes a well-defined and comprehensive program for the evaluation of professional growth, development, and scholarly activities of the faculty. **Y MD N**

~~Staff who participate in teaching display competence and effective teaching skills in aspects of the curriculum relevant to their teaching.~~ **~~Y MD N~~**

Appropriate weight is assigned to teaching, research and service activities for career advancement. **Y MD N**

Comments:

Clinical teaching and specialist qualifications do not fit readily into the City University academic model.

Dean's Comments:

That is a task that we will address with the arrival of clinical teaching faculty (and one that will require guidance from the Head of Clinical services)

Site Team's Assessment:

The Dean's comments are noted.

Deficiencies (Major/Minor):

Click here to enter text.

Directives:

Click here to enter text.

Suggestions:

A process for recognizing clinical teaching, specialist qualifications and professional service in promotion and tenure should be developed.

Commendations:

Click here to enter text.

Additional Reporting:

Click here to enter text.

Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the faculty.

Intent: Accredited schools must provide adequate security and benefits to maintain a stable group of core faculty to provide continuity and assure ongoing faculty competence.

What to look for: Evidence that security and benefits are adequate to attract and retain competent faculty, for example, competitive salary and benefit packages, adequate start-up funds, support for professional activities, such as, scientific meetings, invited presentations, sabbatical leave.

AVBC/RCVS - Academic staff should have a manageable workload of teaching, research and service for academic staff is required; and they must have reasonable opportunity and resources for participation in scholarly activities.

	Y MD N
Faculty turnover the last five years is within normal limits (typically $\leq 10\%$).	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Adequate professional development opportunities are available for faculty growth.	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Academic positions offer adequate security and benefits to attract and retain qualified faculty.	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Academic staff have a manageable workload of teaching, research and service for academic staff is required; and they must have reasonable opportunity and resources for participation in scholarly activities.	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
There is a well-defined and comprehensive program for the professional growth and development of staff.	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
There are clear, explicit, and defined promotion criteria.	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Comments:

Click here to enter text.

Dean's Comments:

Click here to enter text.

Site Team's Assessment:

Click here to enter text.

Deficiencies (Major/Minor):

[Click here to enter text.](#)

Directives:

[Click here to enter text.](#)

Suggestions:

[Click here to enter text.](#)

Commendations:

[Click here to enter text.](#)

Additional Reporting:

[Click here to enter text.](#)

Part-time faculty, residents, and graduate students may supplement the teaching efforts of the full-time permanent faculty if appropriately integrated into the instructional program.

Intent: To ensure adequate full-time, permanent faculty members are present to effectively supervise teaching assignments of part-time faculty, residents, and interns. Whereas schools may need to engage part-time faculty or locums for didactic teaching or clinical rotations, to meet curricular objectives, it is important to assess plans for hiring permanent faculty to provide this instruction, especially in core disciplines, so that there is stability so students have regular access to this disciplinary expertise.

What to look for: Evidence that full-time, permanent faculty provide adequate supervision of part-time faculty, residents, and interns. If part-time faculty are used, evidence that there is stability/consistency of curricular contributions and that there are plans to replace these faculty with permanent faculty. If residents and graduate students are used in instruction of professional students, evidence that they are appropriately mentored in effective teaching and not solely responsible for student grades for didactic and clinical courses/rotations.

Full-time, permanent faculty ensure supplementary teaching efforts by part-time faculty, residents, and graduate students are appropriately integrated into the instructional program. **Y MD N**

The amount of the core curriculum delivered by part-time faculty does not impact the effectiveness or quality of the educational program and that student access to this disciplinary expertise is not compromised. **Y MD N**

Comments:

[Click here to enter text.](#)

Dean's Comments:

[Click here to enter text.](#)

Site Team's Assessment:

Click here to enter text.

Deficiencies (Major/Minor):

Click here to enter text.

Directives:

Click here to enter text.

Suggestions:

Click here to enter text.

Commendations:

Click here to enter text.

Additional Reporting:

Click here to enter text.

Y MD N

Overall, can the school be said to be in compliance with Standard 8?

Click here to enter text.

Standard 9, Curriculum

The curriculum must be designed, resourced and managed to ensure all graduates understand the biological principles and processes of veterinary significance, meet AVBC Graduate Attributes and RCVS Day 1 competences, and have skills that are consistent with the mission of the school.

Intent: The learning outcomes for the program must form a cohesive, well-articulated framework which:

- underpins and ensures the effective alignment of all content, teaching, learning and assessment activities of the degree program;
- forms the basis for explicit statements of the objectives and learning outcomes of individual units of study;
- are communicated to staff and students; and
- are reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.

The learning outcomes for the program must form a cohesive, well-articulated framework.

Y MD N

Comments:

Dean's Comments:

Click here to enter text.

Site Team's Assessment:

Click here to enter text.

Deficiencies (Major/Minor):

Click here to enter text.

Directives:

Click here to enter text.

Suggestions:

Click here to enter text.

Commendations:

Click here to enter text.

Additional Reporting:

Click here to enter text.

The curriculum in veterinary medicine is the purview of the faculty of each school, but must be

managed centrally based upon the mission and resources of the school. There must be sufficient flexibility in curriculum planning and management to facilitate timely revisions in response to emerging issues, and advancements in knowledge and technology. The curriculum must be guided by a school curriculum committee (which includes student representation). The majority of the members of the curriculum committee must be full-time faculty. Curriculum evaluations should include the gathering of sufficient qualitative and quantitative information to ensure the curriculum content provides current concepts and principles as well as instructional quality and effectiveness.

Intent: The curriculum must be established by a competent faculty and managed centrally by the dean’s office in conjunction with an appropriately configured faculty curriculum committee according to the stated mission of the school. The curriculum requires regular review and management by the curriculum committee based on the collection and analysis of sufficient qualitative and quantitative evidence.

What to look for: The curriculum is regularly reviewed and managed by an appropriately configured faculty curriculum committee (e.g., staggered terms of appointment or rotating membership). Curricular review should include the collection and analysis of sufficient qualitative and quantitative data to ensure curricular revisions promote instructional quality and effectiveness and include current concepts and principles necessary to meet societal needs.

	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The majority of the members of the curriculum committee are full-time faculty and it includes student representatives.	
The curriculum is regularly reviewed and managed (revised), as indicated, by the dean’s office in conjunction with an appropriately configured school curriculum committee.	Y MD N
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The school demonstrates that it has a viable program for development of expertise in tertiary teaching theory/practice for all teachers.	
	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Y MD N
Adequate process for assessing curricular overlaps, redundancies, omissions.	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Comments:

The program proposal document demonstrates that curricular planning is well advanced; however clinical rotation planning is not yet complete.

Processes for managing curriculum drift will be required once new staff arrive.

Teaching staff have access to an optional teaching theory program.

Dean’s Comments:

We are submitting with this draft a document that outlines the way we intend to manage or avoid the issue of curriculum drift as well as a commitment to teacher training

Site Team’s Assessment:

The Dean’s comments are noted.

Deficiencies (Major/Minor):

Click here to enter text.

Directives:

Click here to enter text.

Suggestions:

Click here to enter text.

Commendations:

Click here to enter text.

Additional Reporting:

Click here to enter text.

The curriculum shall provide:

- a. 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.***
- b. scientific, discipline-based instruction in an orderly and concise manner so that students gain an understanding of normal function, homeostasis, pathophysiology, mechanisms of health/disease, and the natural history and manifestations of important animal diseases, both domestic and foreign.***
- c. 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, biosecurity, therapeutic intervention (including surgery), and patient management and care (including intensive care, emergency medicine and isolation procedures) involving clinical diseases of individual animals and populations. Instruction should emphasize problem solving that results in making and applying medical judgments.***
- d. instruction in the principles of epidemiology, zoonoses, food safety, the interrelationship of animals and the environment, and the contribution of the veterinarian to the overall public and professional healthcare teams.***
- e. opportunities for students to learn how to acquire information from clients (e.g. history) and about patients (e.g. medical records), to obtain, store and retrieve such information, and to communicate effectively with clients and colleagues.***
- f. opportunities throughout the curriculum for students to gain an understanding of professional ethics, influences of different cultures on the delivery of veterinary medical services, 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.

g. knowledge, skills, values, attitudes, aptitudes and behaviors necessary to address responsibly the health and well-being of animals in the context of ever-changing societal expectations.

h. fair and equitable assessment of student progress. The grading system for the school must be relevant and applied to all students in a fair and uniform manner.

Intent: Accredited veterinary schools must prepare entry level veterinarians with sufficient understanding of basic biomedical sciences, clinical sciences, and effective clinical and professional skills to meet societal needs.

What to look for: Evidence that the curriculum provides all the curricular elements listed in the standard.

Stated curricular objectives (learning outcomes) are appropriate and clearly integrated into individual courses , and	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> • underpin and ensure the effective alignment of all content, teaching, learning and assessment activities of the degree program; • form the basis for explicit statements of the objectives and learning outcomes of individual units of study; • are communicated to staff and students • are reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved. 	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The curricular digest indicates courses and rotations as a whole provide appropriate rigor and sequence to meet curricular objectives and the mission of the school.	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Curricular changes since the last accreditation site visit reflect appropriate curricular review and management.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Self-identified curricular weaknesses have been or are being addressed by the curriculum committee in a timely manner.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Preceptor and externship programs are effectively managed and evaluated by faculty to ensure educational objectives are met.	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Curriculum content provides current concepts and principles that underlie animal health and disease.	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Curriculum covers mechanisms from the molecular and cellular level to organismal and population manifestations.	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence of students’ understanding of normal function, homeostasis, pathophysiology, mechanisms of health/disease, and the natural history and manifestations of important domestic animal diseases is adequate.	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Evidence of students' understanding of normal function, homeostasis, pathophysiology, mechanisms of health/disease, and the natural history and manifestations of important foreign animal diseases is adequate.	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Curricular delivery is rooted in scientific, discipline-based instruction.	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence of high quality and effective instruction in theory and practice of medicine and surgery applicable to a broad range of species is adequate.	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Instruction includes principles and hands-on experience in physical and laboratory diagnostic methods and interpretation (including diagnostic imaging, diagnostic pathology, and necropsy).	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Instruction includes principles and hands-on experience in disease prevention.	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Instruction includes principles and hands-on experience in biosecurity.	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Instruction includes principles and hands-on experience in therapeutic intervention (including surgery).	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Instruction includes patient management and care (including intensive care, emergency medicine and isolation procedures).	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Instruction includes principles and hands-on experience involving clinical diseases of individual animals and populations.	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Instruction emphasizes problem-solving that results in making and applying medical judgments.	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Instruction includes principles of epidemiology, zoonoses, food safety, the interrelationship of animals and the environment, and the contribution of the veterinarian to the overall public and professional healthcare teams.	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Instruction allows for opportunities for students to learn how to acquire information from clients (e.g. history) and about patients (e.g. medical records).	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Instruction allows for opportunities to obtain, store and retrieve medical records information, and to communicate effectively with clients and colleagues.	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Opportunities are available throughout the curriculum for students to gain an understanding of professional ethics, influences of different cultures on the delivery of veterinary medical services, delivery of professional services to the public, personal and business finance and management skills.	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Opportunities are available throughout the curriculum for students to gain an understanding of the breadth of veterinary medicine, career opportunities and other information about the profession.	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Curriculum provides for knowledge, skills, values, attitudes, aptitudes and behaviors necessary to address responsibly the health and well-being of animals in the context of ever-changing societal expectations.	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Assessment of student progress is fair and equitable.	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Adequate procedures in place to uphold academic standards.

Y MD N

The grading system is relevant and applied to all students in a fair and uniform manner.

Y MD N

Comments:

The site team was reasonably assured that there will be adequate clinical instruction; however this is judged solely on current activities and planned production animal services.

Instruction in gross pathology appears to be weak. There is no cohesive plan for teaching production animal necropsy in clinical rotations and there are no plans for necropsy practicals in Year 4 and 5.

Dean's Comments:

It is unfortunate that these concerns regarding necropsy teaching could not be fully discussed during the time of the visit. We are submitting with this draft a summary of our specific pathology training, throughout the curriculum. We grant that it is more difficult to discern the specific pathology content (although pathology is specifically mentioned in the course syllabi that were made available to the visiting team) in the highly integrated courses, namely "Function & Dysfunction" (which also subsumes about 40 hours of a General Pathology course at Cornell), "Host, Agent & Defense" etc. which are modelled on the successful Cornell curriculum

Site Team's Assessment:

The Dean's comments are noted.

Deficiencies (Major/Minor):

[Click here to enter text.](#)

Directives:

[Click here to enter text.](#)

Suggestions:

The description of clinical rotations will need to be completed when the Professor of Clinical Sciences is appointed.

In particular, to support the School's mission, details of the Pathology rotation should be elaborated and consideration given to the quality and quantity of gross pathology teaching in years 4 and 5.

Commendations:

[Click here to enter text.](#)

Additional Reporting:

[Click here to enter text.](#)

Veterinary Food Hygiene/Public Health

The Curriculum should include the following:

- ***entry level capability (to OIE standards) in preventive medicine/epidemiology,***

zoonoses, food safety and hygiene, regulation of animals and animal products, and management of the interrelationship of animals and the environment. This training must include experience in abattoirs.

Intent: The training must ensure that each student understands the fundamentals of veterinary public health, 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).

Study programs should therefore build on a sound knowledge in the field of veterinary public health/food hygiene so that students would:

- | | | |
|---|---|--------------------------------------|
| • know how to carry out ante-mortem inspection on farm or in the abattoir and assess the welfare of the animals concerned. | Y
<input checked="" type="checkbox"/> | N
<input type="checkbox"/> |
| • be familiar with veterinary public health and the respective legal regulations. | Y
<input checked="" type="checkbox"/> | N
<input type="checkbox"/> |
| • understand post-mortem inspection and possess basic practical skills within the food production business and inspection requirements. | Y
<input checked="" type="checkbox"/> | N
<input type="checkbox"/> |
| • understand the importance of risk-based monitoring of the processes (HACCP concept). These tasks require a sound knowledge of the pathology, microbiology, parasitology, pharmacology and toxicology of food animals, of epidemiology and of the legal requirements, allowing them to ensure public health and report back along the food chain to the farmer and to the Competent Authority. | Y
<input checked="" type="checkbox"/> | N
<input type="checkbox"/> |
| • interpret the information returned by the Food Business Operator to the farm so as to benefit production, animal welfare and public health. | Y
<input checked="" type="checkbox"/> | N
<input type="checkbox"/> |
| • demonstrate an acceptable knowledge of the principles of Food Hygiene. | Y
<input checked="" type="checkbox"/> | N
<input type="checkbox"/> |

The veterinary food hygiene/public health subjects must include:

- | | | |
|---|---|--------------------------------------|
| • Inspection and control of animal foodstuffs or foodstuffs of animal origin and of the respective feed-stuff production units, | Y
<input checked="" type="checkbox"/> | N
<input type="checkbox"/> |
| • Food hygiene and technology, | Y
<input checked="" type="checkbox"/> | N
<input type="checkbox"/> |
| • Food Science including legislation, | Y
<input checked="" type="checkbox"/> | N
<input type="checkbox"/> |
| • Practical work (including practical work in places where slaughtering and processing of foodstuffs take place). | Y
<input checked="" type="checkbox"/> | N
<input type="checkbox"/> |

Intent: Practical training must familiarize students with the concepts of Food Business audit especially with regard to food of animal origin at various stages in the food chain, particularly in slaughterhouses. Students should develop Day-1 competences in the interpretation of food chain information, ante-mortem inspection and post-mortem inspection and be capable of being trained as official veterinarians by the Competent Authority.

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

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

Extramural instruction in the training in veterinary public health and food hygiene may be used so long as it properly supervised.

Curriculum provides for practical training on the concepts of Food Business audit.	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Instruction in food chain interpretation, ante-mortem inspection, and post-mortem inspection is provided.	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Training is provided in appropriately sized groups.	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Opportunities are provided for students to monitor units involved in the production, processing, distribution, and consumption of foodstuffs.	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>
Extramural training provided in veterinary public health and food hygiene is properly supervised.	Y <input checked="" type="checkbox"/>	N <input type="checkbox"/>

Comments:

Click here to enter text.

Dean's Comments:

Click here to enter text.

Site Team's Assessment:

Click here to enter text.

Deficiencies (Major/Minor):

Click here to enter text.

Directives:

Click here to enter text.

Suggestions:

Click here to enter text.

Commendations:

Click here to enter text.

Additional Reporting:

Click here to enter text.

EMS must be an integral and structured part of the education and training of veterinary students. Veterinary schools must demonstrate how it is incorporated in the curriculum.

Evidence must be provided that extramural farm animal husbandry practical work is used within the curriculum to complement intramural studies to support students' attainment of comprehensive understanding of livestock and farm systems.

Intra-mural core teaching must be supported by extramural clinical studies.

There must be a system in place to enable EMS providers to provide feedback to the school on the performance of students during EMS and on the EMS program.

There must be a member of the academic staff responsible for the overall supervision of all types of EMS, including liaison with EMS providers and ensuring all students secure required placements.

The school must have mechanisms in place to support students to take responsibility for their own learning during EMS, including preparing for placements, setting learning objectives in consultation with tutors, providing guidance on EMS from the university and RCVS, and maintaining a reflective log of their EMS experience.

EMS is integral to the curriculum.	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
EMS is well structured.	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
There is evidence of attainment of comprehensive understanding of livestock and farm systems.	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence is provided that clinical teaching is supported by extramural clinical studies.	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence is provided that in clinical EMS, students actively participate in patient diagnosis and treatment.	Y MD N
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
EMS providers assess the performance of students during EMS.	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
EMS providers report on the EMS system.	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
A member of the academic staff supervises all EMS.	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Comments:
[Click here to enter text.](#)

Dean's Comments:
[Click here to enter text.](#)

Site Team's Assessment:
[Click here to enter text.](#)

Deficiencies (Major/Minor):
[Click here to enter text.](#)

Directives:
[Click here to enter text.](#)

Suggestions:
[Click here to enter text.](#)

Commendations:

Click here to enter text.

Additional Reporting:

Click here to enter text.

Y MD N

Overall, can the school be said to be in compliance with Standard 9?

Click here to enter text.

Standard 10, Assessment

10.1 Management

The institution must ensure that there is a clearly identified structure within the school showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the program towards entry level competence.

10.2 Policy and Regulation

The assessment tasks and grading criteria for each unit of study in the program must be clearly identified, and available to students in a timely manner well in advance of the assessment.

Requirements to pass including the effect of barrier assessments must be explicit.

Mechanisms for students to appeal against assessment outcomes must be explicit.

The school must have a process in place to review assessment outcomes and to change assessment strategies when required.

10.3 Assessment methods and design

Program learning outcomes covering the full range of professional skills and attributes must form the basis for assessment design and underpin decisions on progression.

Assessment must inform student learning and students must receive timely feedback.

Assessment load must be planned and managed to achieve appropriate workloads for students and staff.

Assessment strategies must allow the school to certify student achievement of learning objectives at the level of the program and individual units of study.

Assessment tasks must align with course and subject learning objectives and learning activities. Methods of formative and summative assessment must comprise a variety of approaches. Direct assessment of clinical skills (some of which may be on simulated patients), must form a significant component of the overall process of assessment in the clinical disciplines.

10.4 Assessment standards and quality assurance

There must be procedures in place to maximise the fairness, validity and reliability of assessment outcomes, including but not limited to academic peer review of assessment content, proofing of scripts, supervision and invigilation, maintenance of records and moderation processes.

Schools must have appropriate moderation processes in place to ensure parity within and between individual units of study, across the program, with other institutions; and to ensure that each student is fairly treated.

The school must be able to demonstrate that there are appropriate measures in place to ensure that grades awarded reflect an appropriate standard of performance by students against the relevant learning objectives.

Program learning outcomes are clearly stated	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Achievement of program learning outcomes underpins decisions on progression.	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Assessment does not overload students or staff.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Alignment between teaching, assessment and learning outcomes.	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Assessment certifies student achievement of learning objectives.	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Constructive and timely feedback is provided to help guide student learning.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Methods of formative and summative assessment comprise a variety of approaches.	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
There is a significant component of direct assessment of clinical skills	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Procedures exist to ensure fair, valid, and reliable assessment outcomes	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
There are appropriate processes to ensure each student is fairly treated	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The assessment tasks are defined and available to students early in each semester.	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Requirement to pass including the effect of barrier assessments are explicit.	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Mechanisms for students to appeal against assessment outcomes are explicit.	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
There is a clearly identified body within the School with responsibility for assessment.	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The School has a process in place to review assessment outcomes and to change assessment strategies when required.	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Comments:

The direct assessment of clinical skills is planned to be a significant component of the overall assessment of students in the program.

Currently, City University students can complete a unit of study with a “marginal” result and can progress. This invalidates the assessment of achievement of minimum standards in a professional veterinary program.

Dean’s Comments:

We have worked with the university’s senior management on changing that grading system for over a year now (after the initial consultative visit), and had the required changes mentioned as part of our Stage 2 proposal. We are glad to report now, and include a document for your information with this draft, that we have been granted exemption from the university-wide requirements, and are able to do away with the use of C- or D grades in our planned BVM.

Site Team's Assessment:

Documentation has been provided in response to the report advising that the School of Veterinary Medicine has been granted an exemption from the Universities Academic Regulations. The exemption, approved by the Senate, removes the grades C- and D from the BVM. It states that students will be required to obtain at least a grade of C to progress and graduate, students will be required to retake a course if the grade attained is F for courses offered by the SVM.

In light of this information a previous "minor deficiency" has been changed to a "yes".

Deficiencies (Major/Minor):

Click here to enter text.

Directives:

The grading system must ensure that all students have met a minimum standard in that unit of study and that students should not progress unless a minimum standard is achieved.

Suggestions:**Commendations:**

Click here to enter text.

Additional Reporting:

Click here to enter text.

Overall, can the school be said to be in compliance with Standard 10?

Y MD N

Click here to enter text.

Standard 11, Research Programs, Continuing and Higher Degree Education

The school must demonstrate substantial research activities of high quality that integrate with and strengthen the professional program.

Intent: The research standard serves to ensure student exposure to performance of high quality research and ability to acquire, evaluate, and use new knowledge. BVSc students should be introduced to how new knowledge is developed and disseminated and should have access to participation in coursework and career development in research.

What to look for: The existence of a school research program that is adequate in scope and quality to expose students to high quality research. Examples of learning objectives may include acquisition and evaluation of scientific literature, experimental and non-experimental design, critical analysis of data, scientific writing including writing of research proposals and submission of manuscripts for publication, and hands-on experience in bench, clinical, or field research.

Objective metrics indicate substantial, high quality level of faculty research activity, for example:	Y	MD	N
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of individual faculty members within each department involved in research (total research FTE)	Y		N
	<input checked="" type="checkbox"/>		<input type="checkbox"/>
Number of publications in refereed scientific journals, book chapters, case-reports	Y		N
	<input checked="" type="checkbox"/>		<input type="checkbox"/>
Regular participation and presentation of original research in scientific meetings, poster sessions, publication of abstracts	Y		N
	<input checked="" type="checkbox"/>		<input type="checkbox"/>
Involvement in external research panels, commissions, and advisory or editorial boards	Y		N
	<input checked="" type="checkbox"/>		<input type="checkbox"/>
Number and amount of competitive, extramural research funding	Y		N
	<input checked="" type="checkbox"/>		<input type="checkbox"/>
National and international research awards received.	Y		N
	<input checked="" type="checkbox"/>		<input type="checkbox"/>
BVSc program learning objectives demonstrate emphasis on which of the following:			
Acquisition and evaluation of scientific literature	Y		N
	<input checked="" type="checkbox"/>		<input type="checkbox"/>
Experimental and non-experimental research design	Y		N
	<input checked="" type="checkbox"/>		<input type="checkbox"/>
Critical analysis of data	Y		N

Scientific writing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Y	N
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students have had opportunities to do which of the following:	Y	N
Write research proposals	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Y	N
Submit manuscripts for publication	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Y	N
Hands-on experience in bench, clinical, or field research	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Y	N
Interaction with graduate students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Y	N
Evidence that students learn to acquire, evaluate, and use new knowledge.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Y	N
Evidence of student involvement in research after graduation.	<input type="checkbox"/>	<input type="checkbox"/>
	Y	MD N
Adequate student exposure to performance of high quality research.	<input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

Comments:
[Click here to enter text.](#)

Dean's Comments:
[Click here to enter text.](#)

Site Team's Assessment:
[Click here to enter text.](#)

Deficiencies (Major/Minor):
[Click here to enter text.](#)

Directives:
[Click here to enter text.](#)

Suggestions:
[Click here to enter text.](#)

Commendations:
[Click here to enter text.](#)

Additional Reporting:
[Click here to enter text.](#)

All students must be trained in scientific method and research techniques relevant to evidence-based veterinary medicine.

Veterinary schools should provide advanced postgraduate degree programs, internships, residencies and continuing education programs that complement and strengthen the veterinary degree program and are relevant to the needs of the profession and community. Programs and the numbers of students in them must be commensurate with the facilities, clinical and other resources and staff.

Students are trained in scientific method and research techniques relevant to evidence-based veterinary medicine.	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Provides adequate:	
• advanced postgraduate degree programs,	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
• internships and residencies	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Continuing education programs	
• complement and strengthen the veterinary degree program and	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
• are relevant to the needs of the profession and community.	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Programs and the numbers of students in them are commensurate with the facilities, clinical and other resources and staff.	Y MD N
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Comments:

The University requires all students to be “knowledge creators” including the requirement to complete a research project prior to graduation.

The school has a strategy to be research “top heavy” by populating the school with a research active faculty.

The School has an extensive program of CE delivery.

Dean’s Comments:

Click here to enter text.

Site Team’s Assessment:

Click here to enter text.

Deficiencies (Major/Minor):

Click here to enter text.

Directives:

Click here to enter text.

Suggestions:

Click here to enter text.

Commendations:

The University and School are commended on their research strategies for staff, undergraduate and postgraduate students.

The School is commended for its CE program.

Additional Reporting:

Click here to enter text.

Y MD N

Overall, can the school be said to be in compliance with Standard 11?

Click here to enter text.

Standard 12, Outcomes Assessment

The school must have mechanisms to routinely gather data to demonstrate that its institutional and educational objectives are being met.

Specifically, the school must provide evidence that its:

- *mission is being achieved;*
- *strategic goals are appropriate*
- *progress is towards achieving those goals*
- *veterinary program is subject to internal and external evaluation and validation processes by long feedback loops (e.g. graduate destination surveys, employer surveys) in addition to the short loops (e.g. unit of study evaluations) required under Standard 9.*

The school must provide evidence that all of its graduates have (or for a new school, will have) achieved the level of competence required of an entry-level veterinarian (AVBC Attributes of Veterinary Graduates and RCVS Day 1 competences) and the program's stated learning outcomes. Direct observation to assess student competence in relevant skills must be used widely.

Procedures must be established to review this evidence, and demonstrate implementation of change on the basis of such review. Outcomes of the review process must be communicated to relevant internal and external stakeholders.

In the case of a school that has yet to produce graduates, evidence must be presented to provide AVBC with reasonable assurance that the school's program outcomes will be achieved. Evidence such as how achieving the desired outcomes has been addressed in the program to date and the measures to be taken in the remainder of the program to ensure their achievement by the completion of the veterinary degree are required.

The school also must use and present a process for the continuous improvement of the quality of the veterinary program.

Intent:

Outcomes of the BVSc program must be measured, analyzed, and acted upon, as needed, to maintain compliance with the standards of accreditation and promote continuous program improvement.

What to look for:

Student achievement during the pre-clinical and clinical curriculum and after graduation must be included in outcome assessment. Evidence produced through outcomes assessment data collection and analysis must demonstrate that new graduates have the basic scientific knowledge, skills, and values to provide entry-level health care, independently, at the time of graduation.

Learning objectives for each of the nine listed competencies and a summary of the

analysis of evidence-based data collected for each of the nine competencies must demonstrate graduates are prepared for entry-level practice. Evidence of student learning outcomes for the nine clinical competencies must be obtained by direct and indirect measures. Evidence that outcomes assessment results have been used to improve the curriculum are required for compliance.

RCVS/AVBC - The school must provide evidence that all of its graduates have (or for a new school, will have) achieved the level of competence required of an entry-level veterinarian (AVBC Attributes of Veterinary Graduates and RCVS Day 1 competences) and the program's stated learning outcomes. Direct observation to assess student competence in relevant skills must be used widely.

Outcome assessment includes evidence of student achievement during the:

	Y	MD	N
Pre-clinical years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Y	MD	N
Clinical years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Y	MD	N
After graduation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Outcome assessment includes evidence that students and graduates at the time of graduation, have achieved:

	Y	MD	N
AVBC Attributes of Veterinary Graduates	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Y	MD	N
RCVS Day 1 Competences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Y	MD	N
The program's stated learning outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Y	MD	N
Basic scientific knowledge	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Y	MD	N
Entry-level clinical skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Y	MD	N
Values to provide entry-level health care independently.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Direct and indirect evidence exists for student competency in:

	Y	MD	N
Comprehensive patient diagnosis (problem solving skills)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appropriate use of clinical laboratory testing	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Record management	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comprehensive treatment planning including patient referral when indicated	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Patient welfare	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Anesthesia and pain management	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Basic surgery skills, experience, case management	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Basic medicine skills, experience, case management	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Emergency and intensive care case management	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Health promotion, disease prevention/biosecurity	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Zoonosis and food safety	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Client communications	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Ethical conduct	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Critical analysis of new information and research findings relevant to veterinary medicine.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Evidence of plan to review achievement of competence and reverse negative trend(s) if and when necessary (by showing implementation of change on the basis of such a review).	Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Five-year trends in student attrition rates within reason.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
If applicable, adequate explanation and corrective remediation measures for increase in student attrition rates.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Five-year trends in one-year post-graduation employment rates.	Y MD N <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

~~If applicable, adequate explanation and corrective remediation measures for decrease in employment rates.~~ ~~Y MD N~~

~~Evidence of assessments of educational preparedness and employment satisfaction of:~~

~~Graduating seniors~~ ~~Y MD N~~

~~Alumni at some post-graduation point.~~ ~~Y MD N~~

Evidence of assessments of faculty, instructors, interns, residents. ~~Y MD N~~

~~Evidence of assessments of adequacy of clinical resources, facilities and equipment.~~ ~~Y MD N~~

Institutional Outcomes:

Evidence of evaluation of school progress ~~Y MD N~~

Adequacy of resources and organizational structure to meet the educational purposes ~~Y MD N~~

~~Appropriateness of outcomes assessed that are meaningful for the overall educational process~~ ~~Y MD N~~

~~Evidence that outcome findings are used by the school to improve the educational program.~~ ~~Y MD N~~

The School is progressing towards achieving its goals ~~Y MD N~~

- The School has appropriate internal and external evaluation and validation processes ~~Y MD N~~

- ~~Outcomes of the review process are communicated to relevant internal and external stakeholders~~ ~~Y MD N~~

Comments:

The University has strong policies on gathering student, graduate and employer feedback.

The University has comprehensive quality assurance processes that are implemented across all programs.

Dean's Comments:

While this is early in the roll-out of our BVM, are exploring suitable student, graduate and employer feedback, modelled on equivalent examples as used at Cornell (attached)

Site Team's Assessment:

The Dean's comments are noted.

Deficiencies (Major/Minor):

Click here to enter text.

Directives:

Click here to enter text.

Suggestions:

The School is encouraged to develop program specific questions for surveys of veterinary alumni and employers.

Teacher evaluation methods used for faculty should be adapted for clinical teaching staff.

Commendations:

The University is commended for its quality assurance processes.

Additional Reporting:

Click here to enter text.

Overall, can the school be said to be in compliance with Standard 12?

Y MD N

Click here to enter text.

Section 3

3.1 AVBC Ratios

Activity, Service or Facility to be Evaluated	Indicator	Ratio Numerator and Denominator	Satisfactory	Unsatisfactory	Unacceptable
Teaching Staff	Teacher/student ratio	<ul style="list-style-type: none"> Teachers FTE (a) Students (b) 	$R = \frac{a}{b} = \frac{1}{\leq 7.5}$	$R = \frac{1}{x \leq 7.5 < x < 15}$	$R = \frac{1}{> 15}$
Support Staff	Teacher/support staff ratio	<ul style="list-style-type: none"> Teachers FTE (a) Support staff (c) 	$R = \frac{a}{c} = \frac{1}{\geq 1}$	$R = \frac{1}{0.5 < x \leq 1}$	$R = \frac{1}{< 0.5}$
Theoretical, practical and clinical training	Ratio of theoretical training/ practical and clinical training: RE Ratio of clinical training/theoretical and practical training : RC	<ul style="list-style-type: none"> Theoretical training (d) Practical and clinical training (e) 	$RE = \frac{d}{e} = \frac{1}{\geq 1}$ $RC = \frac{e3}{d+e1+e2} = \frac{1}{\leq 4}$	$RE = \frac{1}{0.6 < x < 1}$ $RC = \frac{1}{4 < x \leq 9}$	$RE = \frac{1}{< 0.6}$ $RE = \frac{1}{> 9}$
Animals available to the clinic	Student/animal ratios	<ul style="list-style-type: none"> Students graduating (i) Animals <ul style="list-style-type: none"> Livestock (f) Pets (g) 	$R = \frac{i}{f} = \frac{1}{> 20}$ $R = \frac{i}{g} = \frac{1}{> 50}$	$R = \frac{1}{20 > x > 5}$ $R = \frac{1}{50 > x > 20}$	$R = \frac{1}{< 5}$ $R = \frac{1}{< 20}$
Animals available for post-mortem examinations	Student/ post-mortem examination ratio	<ul style="list-style-type: none"> Students graduating (i) Post-mortem examinations (h) 	$R = \frac{i}{h} = \frac{1}{> 4}$	$R = \frac{1}{2 < x < 4}$	$R = \frac{1}{< 2}$

3.2 Visit Schedule

Accreditation Standard	Time	Names of staff members present	Details	Venue
SUNDAY, 11 December 2016				
	14:30 – 17:30		Training of site visit team	
	18:30 – 21:00	Prof Michael Reichel, Dean Prof SH Cheng, Associate Dean Prof Dirk Pfeiffer, Chair Professor Dr Philip Stott , Associate Professor Dr Howard Wong, Executive Director Cornell group	Dinner with Dean and Senior School Executive	TBC
Std 1: <i>Organisation</i>	9:15 – 10:00 (45 min)	Prof Michael Reichel, Dean Prof Dirk Pfeiffer, Chair Professor Dr Philip Stott , Associate Professor Dr Howard Wong, Executive Director Cornell group	Introductory talk by Dean - overview of strategic vision for the school (30 min) + 30 min discussion on organisational structure to explain how the School structure works and relevant delegated responsibilities.	Base room
Std 3: <i>Facilities and Equipment</i> Std 4: <i>Animal Resources</i>	10:15 – 11:00 (45 min)	Prof Michael Reichel, Dean Dr Philip Stott, Associate Professor Dr Fraser Hill, Director of VDL Cornell group	Visit to Veterinary Diagnostic Laboratory (VDL)	Veterinary Diagnostic Laboratory
Std 3: <i>Facilities and Equipment</i>	11:00 – 11:30 (30 min)	Prof Michael Reichel, Dean Prof SH Cheng (TBC) Dr Philip Stott, Associate Professor Cornell group	Visit to campus learning facilities	Lecture theatres Tutorial rooms Computer Labs

Accreditation Standard	Time	Names of staff members present	Details	Venue
Std 3: <i>Facilities and Equipment</i> Std 4: <i>Animal Resources</i>	11:30 – 12:15 (45 min)	Professor Michael Yang, Head of BMS BMS faculty Prof Michael Reichel, Dean Prof SH Cheng (TBC) Dr Philip Stott, Associate Professor Cornell group	Visit to pre-clinical laboratories in Department of Biomedical Sciences (BMS)	BMS labs
	12:30 – 14:00	Dean, Prof SH Cheng, Dr Philip Stott, BMS Head and faculty	Lunch with BMS Head and faculty	CityU Chinese Restaurant
Std 1: <i>Organisation</i>	14:30 – 15:30 (1 hour)	Prof Way Kuo, President SVM Steering Group (Provost, Vice-Presidents, Chief-of-Staff) Cornell group	Meeting with the University's senior management	Board Room
Std 9: <i>Curriculum</i> Std 10: <i>Assessment</i>	16:00 – 17:00 (1 hour)	Prof Michael Reichel, Dean Prof SH Cheng, Associate Dean Dr Philip Stott , Associate Professor Dr Howard Wong, Executive Director Cornell group	The curriculum session with the BVM Programme Planning Team	Base room
Std 5: <i>Information Resources</i> Std 6: <i>Student and Learning Support</i>	17:00 – 17:30 (30 min)	Prof Michael Reichel, Dean Dr Philip Stott, Associate Professor Dr Queeny Yuen, Visiting Fellow Cornell group	Meeting with library and learning resources staff. The library should be covered in the facilities tour on the first day. What is helpful in this meeting is to have a presentation by library, IT, student welfare staff that enables the site visit team to understand the training students receive and access to resources.	Library
	18:00 – 21:00		Site team in Committee	Hotel meeting room

Accreditation Standard	Time	Names of staff members present	Details	Venue
Std 8: <i>Academic and Support Staff</i> Std 9: <i>Curriculum (cont'd)</i> Std 10: <i>Assessment (cont'd)</i>	9:00 – 9:45 (45 min)	Prof Michael Reichel, Dean Prof SH Cheng, Associate Dean Prof Dirk Pfeiffer, Chair Professor Dr Philip Stott, Associate Professor Dr Terrence Lau, Assoc. Prof. (BMS) and other BMS faculty involved in BVM teaching Ms Sara Tsui Faculty teaching pre-clinical and servicing courses	Meeting with pre-clinical teachers This meeting is focused on the pre-clinical teaching curriculum	Base room
Std 3: <i>Facilities and Equipment</i> Std 4: <i>Animal Resources</i>	10:15 – 11:15 (1 hour)	Dr Chris Riggs, Adjunct Professor and Head of Veterinary Clinical Services, The Hong Kong Jockey Club	Visit to the Hong Kong Jockey Club (HKJC) and equine facilities	HKJC
Std 3: <i>Facilities and Equipment</i> Std 4: <i>Animal Resources</i>	11:30 – 12:15 (45 min)	Dr Johnathan Speelman, Chief Veterinary Medical Officer Dr Philip Mak, Former owner of PAVC Dr Lip Ng, Adjunct Professor Mr Silvan Sung, Operations Manager PAVC specialists and staff	Visit to Peace Avenue Veterinary Clinic (PAVC) Meeting with key staff in relation to clinical teaching in the veterinary teaching hospital	PAVC
Std 12: <i>Outcomes Assessment</i>	12:30 – 14:00	Dr Johnathan Speelman PAVC specialists and staff	Lunch with practitioners involved with the program and employing graduates	TBA

Accreditation Standard	Time	Names of staff members present	Details	Venue
Std 3: <i>Facilities and Equipment</i> Std 4: <i>Animal Resources</i>	14:45 – 15:25 (40 min)	Prof Michael Reichel, Dean Dr Philip Stott, Associate Professor Dr Howard Wong, Executive Director Dr WW Cheng, Visiting Fellow	Meeting with relevant staff in relation to extramural training – clinical & preclinical The meeting is important to understand extramural pre-clinical and clinical practical work and clinical assessment.	Aquaculture Research Centre (Sha Tau Kok)
Std 3: <i>Facilities and Equipment</i> Std 4: <i>Animal Resources</i>	16:00 – 16:40 (40 min)	Prof Michael Reichel, Dean Dr Philip Stott, Associate Professor Dr Howard Wong, Executive Director Dr Richard Brown, Associate Director (Primary Animal Production)	Visit to Production Animals Teaching Farm	Production Animals Teaching Farm (Lam Tsuen, Tai Po)
Std 3: <i>Facilities and Equipment</i> Std 4: <i>Animal Resources</i>	17:10 – 17:45 (35 min)	Prof Michael Reichel, Dean Dr Philip Stott, Associate Professor Dr Howard Wong, Executive Director Mr KH Mo, Assistant Director (Business Development)	Visiting new vet hospital site	Trinity Towers
	18:00 – 21:00		Site team in Committee	Hotel meeting room
Std 11: <i>Research Programmes, Continuing and Higher Degree</i>	9:15 – 9:45 (30 min)	Dr Vidya Bhardwaj, Visiting Fellow	Continuing Education	Base room

Accreditation Standard	Time	Names of staff members present	Details	Venue
<i>Std 11: Research Programmes, Continuing and Higher Degree</i>	10:00 – 10:45 (45min)	Dr Linfeng Huang, Research Degree Coordinator and Assistant Professor (BMS) PhD supervisors and students	Meeting with Research Degree Coordinator, PhD supervisors and students	Base room
<i>Std 1: Organisation Std 2: Finances</i>	11:00 – 11:30 (30 min)	Mr Simon Tang, Director of Finance Miss Maggie Chau, Deputy Director of Finance	Meeting Dean and senior university finance personnel The meeting with the HoS and senior executive will focus on organization and finances. It is important that full details of the financial model are provided so that the VSAAC team can understand how funds flow to the school. In this meeting a presentation of no more than 20 min at the start is often helpful to help the VSAAC team have an orientation to the vision, mission, organization and finances of the school. Relevant senior university finance personnel are helpful in	Base room
<i>Std 1: Organisation Std 2: Finances</i>	11:30 – 11:50 (20 min)	Mr Simon Tang, Director of Finance Miss Maggie Chau, Deputy Director of Finance Dr Johnathan Speelman, Chief Veterinary Medical Officer Dr Lip Ng, Adjunct Professor Mr Silvan Sung, Operations Manager	Finances of Peace Avenue Veterinary Clinic	Base room

Accreditation Standard	Time	Names of staff members present	Details	Venue
Std 1: <i>Organisation</i> Std 2: <i>Finances</i>	11:50 – 12:10 (20 min)	Mr Simon Tang, Director of Finance Miss Maggie Chau, Deputy Director of Finance Dr Fraser Hill, Director of VDL	Finances of Veterinary Diagnostic Laboratory	Base room
	12:30 – 14:00	President and SVM Steering Group	Lunch with President and SVM Steering Group	
Std 7: <i>Admission and Progression</i>	14:30 – 15:00 (30 min)	Prof Michael Reichel, Dean Prof SH Cheng, Associate Dean Dr Philip Stott, Associate Professor Dr Emily Cheng, Director of Admission Office	Admissions – the focus here is to fully understand the admission process and also how admission is reviewed and changed. Student support also is an important area for focus.	Base room
Std 12: <i>Outcomes Assessment</i>	15:00 – 15:45 (45 min)	Prof Michael Reichel, Dean Prof SH Cheng, Associate Dean Dr Philip Stott, Associate Professor Prof Gary Feng, Associate Provost (Academic Planning and Undergraduate Education) Prof Chris Wagner, Associate Provost (Quality Assurance)	Meeting with Dean and relevant staff re outcome assessment – the processes and procedures used to monitor and review outcomes	Base room
Std 8: <i>Academic & Support Staff</i>	16:00 – 16:30 (30 min)	SVM support/general staff	Meeting with support/general staff The site visit team values the viewpoint of support/general staff and this meeting provides an opportunity to hear about resources and some of the details about practical classes.	Base room

Accreditation Standard	Time	Names of staff members present	Details	Venue
<i>Std 8: Academic & Support Staff</i>	16:30 – 17:00 (30 min)	x sent out email invitations	Confidential meeting with individual staff members individual students. The confidential meetings must be advertised to all staff members and students and a reminder sent the week of the VSAAC visit.	Venue TBC
<i>Std 8: Academic & Support Staff</i>	17:00 – 17:45 (45 min)	Prof Michael Reichel, Dean Prof SH Cheng, Associate Dean Dr Philip Stott , Associate Professor Dr Howard Wong, Executive Director Cornell group	Meeting and review of information to date with Department/Section Heads	Base room This meeting is designed to fill in the blanks or check some of the details about the information gathered by the site visit team,
	18:00 – 21:00		Site team in committee	Hotel meeting room
	9:30 – 10:15	Prof Michael Reichel, Dean	Exit meeting with the Dean	Base room
	10:30 – 11:30 (1 hour)	President, Provost and the Dean	Exit meeting with President, Provost and the Dean	Board Room
	Afternoon		Complete report writing	

3.3 List of Staff

Academic Staff

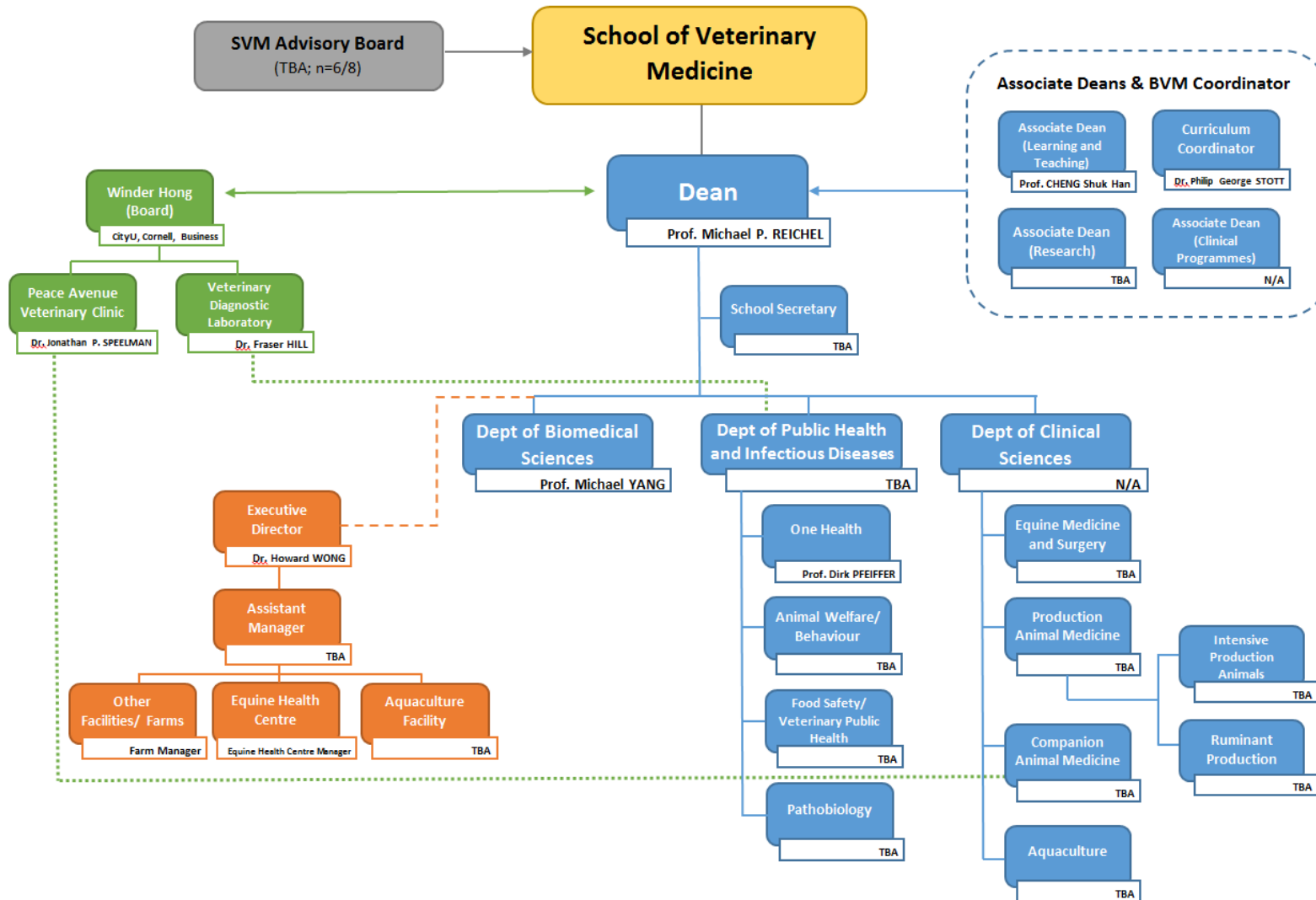
Name	Qualifications	FTE	Position	Teaching Responsibilities	Department Affiliation
Michael REICHEL	VS, DVTM (Berlin); Dr med vet (Hannover); DVPH, MVSc (Massey); PhD (University of Technology Sydney); MBA (Macquarie); FACVSc (Veterinary Public Health); FRCVS	1	Dean and Chair Professor	-	Veterinary Medicine
Shuk Han CHENG	BSc (Hons) (Hong Kong), PhD (London)	0	Associate Dean (Learning and Teaching) and Chair Professor	-	Biomedical Science and Veterinary Medicine
Dirk PFEIFFER	VS, Dr med vet (Justus-Liebig); PhD (Massey); DipECVPH; MANZCVSc (Epidemiology)	1	Chair Professor	One Health	Veterinary Medicine
Philip STOTT	BVSc (Melbourne); MSc (Adelaide); PhD (Bristol); DipEd (Adelaide)	1	Associate Professor	Extensive Livestock Farming Systems	Veterinary Medicine
Jun FAN	BEng (Tsinghua); MSc (McMaster); PhD (Princeton)	1	Assistant Professor	Physics	Physics and Materials Science
Fraser HILL	BVSc (Massey); MANZCVSc (Sheep Medicine); FANZCVSc (Anatomic Pathology)	0.5	Adjunct Professor and Director of VDL	Function and Dysfunction; clinical preceptor	Veterinary Diagnostic Laboratory
Christopher RIGGS	BVSc, PhD, DEO, DipECVS, MRCVS	0.1	Adjunct Professor	Clinical preceptor	Hong Kong Jockey Club
Jonathan SPEELMAN	BSc, BVMS, MRCVS, MANZCVS (Small Animal Surgery) Diplomate ACVS-SA	0.5	Chief Veterinary Medical Officer	Clinical preceptor	Peace Avenue Veterinary Clinic
Vidya BHARDWAJ	BSc, BVSc (Sydney); MVSc, PhD (Melbourne)	0	Visiting Fellow	Continuing Veterinary Education	Veterinary Medicine
Wo Wing CHENG	BSc(Hons), MPhil (Chinese University of Hong Kong); PhD (Bretagne Occidentale)	0	Visiting Fellow	Aquaculture	Veterinary Medicine

Name	Qualifications	FTE	Position	Teaching Responsibilities	Department Affiliation
Queeny YUEN	BSc (AnSc) (Nottingham); PhD (Polytechnic University); Grad Cert Vet Ed (RVC)	0	Visiting Fellow	Veterinary Nursing	Veterinary Medicine
David WILLIAMS	MA, Med, VetMD, PhD, DECAWBM (Animal Welfare), CertVOphthal, CertWEL, FHEA, FRBSB, FRCVS	1	Visiting appointment (TBC)	Animal Welfare	Veterinary Medicine

Professional Staff

Name	Qualifications	Position	Department Affiliation
Directorate			
Howard WONG	BA (Hons), MA, VetMB (Cantab); MPVM (University of California Davis); CertAqV; MRCVS	Executive Director	Veterinary Medicine
Richard BROWN	BA (Hons), MA, VetMB (Cantab); MSc (Edinburgh); MRCVS	Associate Director (Production Animal Programmes)	Veterinary Medicine
Beatrice LEE	BA (Hons) (University of Hong Kong); MA (City University of Hong Kong); DEd (Leicester)	Associate Director (Special Projects)	Veterinary Medicine
Kai Hong MO	DipBA (Shue Yan); MBA (Hull); LLB (Tsinghua)	Assistant Director (Business Development)	Veterinary Medicine
Lip Tet NG	BVSc (Massey)	Interim Chief Operation Officer, PAVC	Veterinary Medicine
Veterinary Diagnostic Laboratory			
Fraser HILL	BVSc (Massey); MANZCVSc (Sheep Medicine); FANZCVSc (Anatomic Pathology)	Director	VDL
Neel AZIZ	DVM; Dip Amer Coll Veterinary Pathology (Anatomic Pathology)	Visiting Fellow	VDL
Ada Yuen Ting CHU	BSc (Hons) (Guelph), BVSc (Melbourne), MRCVS	Diagnostic Service Coordinator	VDL
Yorkee LEUNG	BVSc (Hons) (Sydney), MVSc (Murdoch), MANZCVSc (Small Animal Medicine)	Veterinary Service Support Coordinator	VDL

3.4 School of Veterinary Medicine Organigram





14th March 2017

Professor Michael P. Reichel
Dean and Chair Professor
School of Veterinary Medicine
City University of Hong Kong
Kowloon, HONG KONG

Dear Professor Reichel,

At the AVBC meeting on March 9th, 2017 the members considered the Veterinary Schools Accreditation Advisory Committee (VSAAC) report for the site visit to the City University of Hong Kong, School of Veterinary Medicine from December 12th to 15th, 2016. The members also considered the Dean's comments and formal University response to this report.

I am pleased to advise that the members of AVBC agreed that the City University of Hong Kong, School of Veterinary Medicine be granted "Reasonable Assurance".

Reasonable Assurance can be renewed annually by the AVBC for a maximum of three years based on progress documented in writing twice a year (January and July). If the City University of Hong Kong fails to continue to demonstrate that its plan to develop its program to comply with the AVBC Standards, or if the program significantly changes its plan without notifying the AVBC, the AVBC may withdraw the classification of Reasonable Assurance. A School that delays offering admission to its first intake beyond 3 years after being granted reasonable assurance must submit a new formal letter of application to AVBC.

Provided Reasonable Assurance is still in effect, the City University of Hong Kong will be granted Provisional Accreditation status on the date the initial class is admitted.

During the second year of an initial class VSAAC may recommend a full site visit is conducted to determine whether the City University of Hong Kong veterinary program is making progress in complying with the standards.

If you have any queries do not hesitate to contact me.

Yours sincerely,



Julie Strous
Executive Director
AVBC



Australasian Veterinary Boards Council Inc.

No. A0039074L

ABN 49 337 540 469

Level 8, 470 Collins St, Melbourne, Vic., 3000
Telephone +61 3 9620 7844 Facsimile +61 3 9620 7828
Email education@avbc.asn.au

*Veterinary Schools Accreditation Advisory Committee
Chair, Professor Norman Williamson*

Professor Michael P. Reichel
Dean and Chair Professor
School of Veterinary Medicine
City University of Hong Kong
Kowloon, HONG KONG

Last site visit: 2016

Next site visit: During the second year of initial class intake (Date to be determined)

Dear Michael,

Interim Report for Veterinary Schools Accreditation Advisory Committee (VSAAC)

Thank you for the Interim Report to AVBC from City University Hong Kong which was considered by VSAAC at its annual meeting in Melbourne on June 9th, 2017.

The following notes comprise a response from those VSAAC members present for the discussion of the report. Please address any questions in your next report due December 1st, 2017.

Planning for the first cohort is well underway and it is noted that this cohort will commence in September 2016.

1) Organisation:

- a) Planning for pre-clinical teaching appears to be on track.
- b) As requested in the Reasonable Assurance visit report, the School must expand its operating plan and develop specific, measurable and achievable goals with defined timeframes to be reported to AVBC by December, 2017.

2) Finance:

- a) VSAAC is aware that the veterinary program is currently not receiving government funding for students, however funding mechanisms are adequate for this stage the School's development.

3) Facilities and Equipment:

- a) Plans for facilities appear to be progressing on target.
- b) The post mortem room plans have been updated. It is unclear whether the concerns raised during the visit about the ingress and egress spaces for the post mortem room have been adequately addressed. Please provide an update in the December report.

4) Animals Resources:

- a) VSAAC is pleased to note that EMS locations have been finalised and MOUs are in place.

5) Information Resources:

- a) Noted.

6) Students and Learning Support:

- a) Noted

7) Admission and Progression:

- a) VSAAC is pleased to see that the first cohort has been selected and that 23 out of the 25 places had been accepted at the time when the interim report was provided.
- b) Please provide a report of the review of assessment processes once completed.

8) Academic and Support Staff:

- a) A small number of staff has been recruited. The staff numbers appear adequate given the numbers of students and that 2017 is the first year of intake.

9) Curriculum:

- a) The curriculum is modelled on the Cornell University with adaptations to meet local needs.

10) Assessment:

- a) Assessment processes now meet minimum AVBC standards. Concerns from the visit have been addressed and evidence provided.

11) Research Program, Continuing and Higher Degree Education:

- a) Noted.

12) Outcomes Assessment:

- a) Noted.

Under a policy developed at the VSAAC meeting in 2012, this letter confirms the continuing Reasonable Assurance status of the veterinary program at City University. The next semi-annual report must be provided to AVBC no later than **December 1st, 2017**.

VSAAC commends the school on its responsiveness to recommendations following the site visit in December 2016.

Yours sincerely,

A handwritten signature in black ink that reads "Norman Williamson". The signature is written in a cursive style with a large initial 'N'.

Norman Williamson
Chair, VSAAC
31st July, 2017

Appendix D to CityU's Proposal of October 2017 for a publicly-funded six-year BVM programme

Due to the sensitive nature of this document, it is not for public consumption. Readers may enquire with City University of Hong Kong for enquiry or access to such information.



October 31, 2016

Prof. Michael P. Reichel
Dean and Chair Professor
City University of Hong Kong
School of Veterinary Medicine
5/F, Block 1, to Yuen Building
31 To Yuen Street
Kowloon, Hong Kong

Dear Professor Reichel:

Thank you for your interest in becoming a member of the Association of American Veterinary Medical Colleges (AAVMC). The AAVMC provides a number of services to its members by fostering the teaching, research, and service missions of our members, both nationally and internationally. Our mission is to provide leadership for and promote excellence in academic veterinary medicine to prepare the veterinary workforce with the scientific knowledge and skills required to meet societal needs through the protection of animal health, the relief of animal suffering, the conservation of animal resources, the promotion of public health, and the advancement of medical knowledge.

The AAVMC has several membership categories. The affiliate membership category is reserved for veterinary medical colleges that are not accredited by the American Veterinary Medical Association (AVMA). Any college or school of veterinary medicine which is listed by the AVMA but is not accredited by or has not gained “reasonable assurance” from the AVMA Council on Education and which grants the DVM degree or equivalent, is eligible for affiliate membership. Eligible institutions must send a letter to the AAVMC Board of Directors and include the following information:

- A statement that the institution wishes to become an affiliate member of the AAVMC
- A statement that the institution offers the Doctor of Veterinary Medicine (DVM) degree or equivalent
- A Statement as to whether the institution is planning to see accreditation by the AVMA Council on Education
- A brief description of any relationships the institution may have with AAVMC member institutions.

Affiliate membership is granted with the expectation that non-accredited institutions are working towards accreditation by the AVMA Council on Education. The term for affiliate membership is five (5) years. Affiliate membership may be extended for an additional five (5) years upon demonstration that the institution is actively seeking accreditation. Upon accreditation, affiliate members are eligible to enjoy the full benefits of AAVMC membership as institutional members.

Prof. Michael P. Reichel
October 31, 2016
Page Two

Affiliate membership dues for the current fiscal year (which runs from July 1, 2016 to June 30, 2017) is US\$2,900.00. Dues are subject to change by vote of the AAVMC Assembly, and will be adjusted annually by the rate of inflation. An invoice for dues payment will be sent upon approval of membership, and membership will become effective upon receipt of payment.

All applications for affiliate membership must be approved by the AAVMC Assembly. The next meeting of the Assembly is March 10, 2017. Your letter must reach me by February 29, 2017 to be considered at the March meeting. Please address your letter to the AAVMC Board of Directors and email it to me at amaccabe@aavmc.org.

We look forward to having the City University of Hong Kong School of Veterinary Medicine as an affiliate member. Enclosed is a description of some of the benefits of affiliate membership in the AAVMC. Please let me know if you have any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read "Andrew T. Maccabe".

Andrew T. Maccabe, DVM, MPH, JD
Chief Executive Officer

Enclosure

Affiliate Membership in the Association of American Veterinary Medical Colleges (AAVMC)

AAVMC (<http://www.aavmc.org>) provides a number of services to its members by fostering the teaching, research, and service missions of our members, both nationally and internationally. The mission of the AAVMC is: AAVMC provides leadership for and promotes excellence in academic veterinary medicine to prepare the veterinary workforce with the scientific knowledge and skills required to meet societal needs through the protection of animal health, the relief of animal suffering, facilitating admissions to veterinary medical schools, the conservation of animal resources, the promotion of public health, and the advancement of medical knowledge.

AAVMC has several categories of membership, including the category of non-voting affiliate member. Affiliate membership is reserved for (a) any college or school of veterinary medicine which is not accredited by or has not gained “reasonable assurance” from the AVMA Council on Education and which grants the Doctor of Veterinary Medicine (DVM) degree or equivalent; and (b) any department of veterinary science or any department of comparative medicine, which is independent of a school or college of veterinary medicine, is a unit of an accredited institution of higher learning, and is located in the United States or Canada.

Affiliate Members of AAVMC enjoy the following benefits:

- Opportunities for academic administrators and faculty to participate in AAVMC committees and task forces. AAVMC’s committees and task forces conduct much of the work of the Association. Currently, the AAVMC has 16 standing and assembly committees and task forces, which provide networking, discussion opportunities, training, and speakers on issues such as the teaching of food safety, teaching and provision of animal care and welfare, veterinary ethics (both individual and institutional), international affairs, leadership, multicultural affairs, academic food supply veterinary medicine and more. There are also constituent committees for Associate Deans for Academic Affairs and Associate Deans and Directors for Research and Graduate Affairs for your school's key academic managers and leaders in academic affairs and research.
- Access to members-only information on AAVMC policies, programs, meetings, and publications, access to working materials and documents produced by AAVMC committees and task forces, contact information for AAVMC member institutions (deans, associate and assistant deans, department heads and chairs, key staff, etc.), confidential AAVMC data reports, and confidential publications.
- Access to AAVMC’s *Journal of Veterinary Medical Education (JVME)*, which is published quarterly. *JVME* is the premiere academic journal devoted exclusively and comprehensively to veterinary medical education. The *Journal* prompts debate on veterinary medical education – its challenges, direction, progress, and potential approaches – and leads in publishing peer reviewed articles on the evolution of veterinary medical education. Affiliate members are mailed three complimentary copies of each issue for distribution at their institution. *JVME* invites submissions in the area of international veterinary medical education to facilitate the sharing of information between and across countries. Veterinary schools in certain developing countries, areas, and territories also may access *JVME* online for free, courtesy of the HINARI initiative (<http://www.who.int/hinari>) and the AGORA program (<http://www.aginternetwork.org>). For more information, go to <http://jvme.utpjournals.press/loi/jvme>.

- Listing of Affiliate members in the *Veterinary Medical School Admission Requirements (VMSAR)* publication. This book, published annually, provides critical information for students interested in applying to veterinary schools and colleges. Listing in the *VMSAR* is open only to AAVMC members and affiliate members.
- Participation in the Veterinary Educator Collaborative (VEC). The VEC is a consortium of veterinary schools and colleges which presents symposia on best practices in the teaching of veterinary curricula.
- Correspondence and contact with AAVMC staff. AAVMC staff, located at AAVMC's headquarters in Washington, D.C., offers expertise in and acts as a clearinghouse for information on a wide variety of issues and topics, such as: Academic veterinary research, admissions management, clinical programs and training, curricula and diversity (racial, gender, ethnic, cultural) issues, global collaborations, individual and institutional ethics, institutional data and analysis, leadership and leadership development, public health, recruitment, advancement and fund-raising, and much more. Through AAVMC staff, the leadership of our Affiliate members has access to hundreds of experts and leaders in academic veterinary medicine throughout the U.S., Canada, and the world.

For more information about affiliate membership in the AAVMC, please contact:

Andrew Maccabe, DVM, MPH, JD
Chief Executive Officer
Association of American Veterinary Medical Colleges
655 K Street NW, Suite 725
Washington, DC 20001
USA

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Email: amaccabe@aavmc.org

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