Innovative Models of Accreditation: One Health Accreditation Across Nations

Veterinary Medicine: Council on Education, International Accreditors’ Working Group & OIE ad hoc Working Group on Veterinary Education

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AVMA Council on Education

• USDE-recognized accredits for veterinary education since 1950s.

• In cooperation with the Canadian Veterinary Medical Association & more recently, Association of American Veterinary Medical Colleges.

• 11 Standards, with Standard 11 being Outcomes Assessment.

• Utrecht University Faculty of Veterinary Medicine (The Netherlands) first international school accredited by the COE (1973).

• Requests from international schools for accreditation by COE increased in the 1990s; currently, 14 are accredited.

www.avma.org/ProfessionalDevelopment/Education/Accreditation/Colleges/Pages/coe-process.aspx
International Accreditors Working Group

HISTORY

• Late 1990s: COE & Royal College of Veterinary Surgeons (United Kingdom).
  – AVMA COE, RCVS, Australasian Veterinary Boards Council (Australia/New Zealand), European Association of Establishments for Veterinary Education (EAEVE), South African Veterinary Council (SAVC).

INTERNATIONAL ACCREDITORS WORKING GROUP (IAWG)

• Continue meeting (Oct 2007, March 2011, Jan 2014, Feb 2016) to enhance trust and understanding.
• IAWG is NOT decision making body—ecommends protocols for joint site visits at schools accredited by one or more regional accreditor.
Evolution of Joint Site Visits

First Combined Site Visit @ Massey University (New Zealand) in March 2007

• Conducted by two site teams together, with teams working separately to prepare reports of evaluation.
• COE and AVBC remained independent decision makers.

Joint Site Visits

• First IAWG meeting recommended protocol for a Joint Site Visit at Murdoch University (Australia) in 2009—adopted by COE/AVBC.
• Subsequent IAWG meetings recommended now established protocol for COE/AVBC/RCVS Joint Site Visits.
  • Single team, co-leaders, on-site training, single self study, single report of evaluation, combined standards, accrediting entities remain independent decision makers.
OIE ad hoc Group on Veterinary Education

www.oie.int/en/support-to-oie-members/veterinary-education/

OIE recommendations on the Competencies of graduating veterinarians (‘Day 1 graduates’) to assure National Veterinary Services of quality

Veterinary Education Core Curriculum OIE Guidelines

A Guide to Veterinary Education Twinning Projects

4th OIE Global Conference on Veterinary Education
Implementing OIE guidelines to ensure the excellence of the veterinary profession
Key Take-Away Points

• Ability to work effectively across national and regional borders takes time and requires trust, understanding & respect—
  • for other’s processes, societal/profession needs, and resources.
  • to address challenges and create opportunities.

• Day 1 (entry-level) competencies might vary across regions, but common ground can be found—perhaps more easily across countries/regions with similar societal and professional needs and resources.

• One Health—the intersection of animal, human, and environmental health, might be a key area to find initial common ground.