

BVC Standard for Veterinary Education

Criteria and guidance for Bangladesh Veterinary Council (BVC)
approval of veterinary degree courses in Bangladesh and overseas

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Bangladesh Veterinary Council

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1 Introduction

Bangladesh Veterinary Council (BVC) is the statutory body with the responsibility of registering veterinarians graduating from different universities at home and abroad for practicing veterinary medicine in Bangladesh. This document sets out the BVC's criteria and procedures for the evaluation and approval of veterinary degree courses in Bangladesh and overseas to judge the suitability of their veterinary graduates for registration. It sets out the minimum requirements of veterinary education, and describes the legal framework for BVC's duties and responsibilities, the process of BVC visitation to universities, and the detailed criteria against which courses are judged. It is subject to review on a regular basis, particularly in the light of developments of veterinary education in Bangladesh. It should be used as the definitive reference document for universities preparing for BVC visitations, as well as by BVC visitors. The BVC will update this guidance from time to time to keep pace with the national and global developments in veterinary education.

2 The legal basis of BVC supervision for veterinary degree in Bangladesh

- It is legal requirement that new veterinarians who are passing from different institutions in Bangladesh and wish to practice in the country must be registered by BVC. (See Section 2(1) of the Bangladesh Veterinary Practitioners' Ordinance -1982 Act-1986).
- Only a registered veterinarian is competent to hold any veterinary appointment in veterinary institution, Hospital, Dispensary or abattoir maintained or aided by Government or any local authority. (See section 20(1) of the Bangladesh Veterinary Practitioners' Ordinance -1982, Act-1986).
- No certificate, required by any such law to be signed by a veterinary practitioner, shall be valid unless it is signed by a registered Veterinary Practitioner (See section 20(2) of the Bangladesh Veterinary Practitioners' Ordinance -1982, Act-1986).
- No person shall be entitled to recover any fee or charge by court for any veterinary advice or attendance or for the performance of any operation, or any medicine supplied, unless he shall prove upon the trial that he is a duly registered veterinary practitioner (See section 20(3) of the Bangladesh Veterinary Practitioners' Ordinance -1982, Act-1986).
- Person not registered under the Ordinance (Act-1986) cannot practice, if practice, shall be punished. (See section 21(2) of the Bangladesh Veterinary Practitioners Ordinance -1982, Act-1986).
- Only a registered veterinary practitioner registered by Bangladesh Veterinary Council is entitled to be a veterinary officer according to the Disease Control Act-2005 (Section 2h) and Animal Slaughter & Meat Control Act -2011 (item 16 & 17 of Section-2).
- As registration is basic requirement for any kind of veterinary practice and Bangladesh Veterinary Council is the legal body to arrange for the registration of veterinary practitioner, this body should supervise course of study followed by students to be a veterinarian in Bangladesh and the institution offering the course have been granted a "recognition order" by Bangladesh Veterinary Council.
- Bangladesh Veterinary Council is the legal govt. body to regulate veterinary education and profession in Bangladesh. So it should maintain the standard of proficiency for registration and BVC should also be ensured that the person in the register will have acquired the knowledge and skill needed for the efficient practice as a veterinarian.
- In order to ensure the acquired knowledge and skill of a veterinary graduate, BVC should exercise the power to call on the authorities of any veterinary institution in Bangladesh to furnish such particulars as the council may require of any courses of study and examinations, staffing, accommodation, equipment other arrangement and facilities available for veterinary training. (See section 16 & 2i of Bangladesh Veterinary Practitioners' Ordinance-1982, Act-1986)



- To issue a “recognition order” the Council should supervise through formal visits the overall standard of veterinary education offered by an institution in particular with regard to the minimum requirements set out by the council should visit it and

3 BVC principles for the primary veterinary degree

- The veterinary degree should provide a broad, vocationally directed, science-based education sufficient to prepare graduates for life-long development within diverse veterinary careers. The degree should cover clinical training across all common domestic, wildlife and aquatic species, and all students must have acquired the ‘day-one competences’ by the time they graduate. (See section 4.7 for the Day One Competences.)
- The well being of animals, increased productivity and the protection of human health should be the primary concerns of the course.
- Students must become familiar with the code of veterinary ethics as they embark on their clinical studies.
- Vertical integration of subject matter within the curriculum is to be encouraged, to emphasize to students the relevance of pre- and para-clinical sciences to clinical studies, and vice versa.
- Generic clinical skills and communication skills must be emphasized throughout the course. Students should be encouraged to develop not only an understanding of scientific methods but also their powers of deductive thought and of communication with others.
- The students should spend sufficient time at early stage in their course gaining practical experience of working with normal healthy animals and of becoming acquainted with animal production in different livestock enterprises.
- It is essential that students acquire a varied experience of veterinary clinical practices and services. In addition to the clinical instruction and experience received during the course students are required to spend at least 6 months for internship/externship to gain experience in clinical settings in veterinary hospitals, in farms and in other veterinary working environments.
- The student should understand the fundamentals of preventive veterinary medicine, veterinary public health and food safety, as well as the concept of one health at human, animal and environment interface.

4 Minimum standard for veterinary degree in Bangladesh

4.1 General objectives of veterinary institutions offering veterinary degree

The major activities of a veterinary institution offering veterinary degree should aim at achieving the following objectives:

- Providing a broad, vocationally directed, science-based education sufficient to prepare veterinary graduates for life-long development within diverse veterinary careers
- Conducting research, providing postgraduate and specialist training and playing a role in continuing veterinary education
- Providing services to members of the veterinary profession and the community as a whole

4.2 Organizational set up

Training for veterinary degree must take place within a university or at an institute affiliated to a university, and should be undertaken preferably by a free-standing unit (usually Faculty), specifically established for that purpose. If any of the courses for veterinary degree is offered by a department outside the veterinary Faculty, the course must be properly integrated into the veterinary curriculum under effective control of the Veterinary Faculty. The number of faculty members must be high enough to ensure co-ordinated delivery of the teaching programme.

4.3 Finances

Finances must be adequate to sustain the educational programmes, to allow for adequate research and to meet societal objectives of the Faculty. Universities and Grants Commission must recognize that veterinary education is more expensive than training in other science-based disciplines, since it includes clinical instruction (e.g. patient care). It must also be considered that veterinary education has to take place in a research environment. The budget must allow the Faculty to:

- Perform adequate research based teaching
- Attract and retain highly qualified academic and support staff
- Ensure provision and renewal of up to date teaching (including IT) facilities, laboratories and veterinary teaching hospital with modern clinical equipment (including vehicles for the ambulatory clinics)
- Ensure teaching and clinical training in premises with adequate hygienic and biosafety standards
- Ensure effective intramural clinical training by securing an adequate caseload across animal species, including emergencies, and adequate provision of stationary and ambulatory (mobile) clinical services, according to the most recent advances in veterinary medicine
- Ensure opportunities for supervised extramural studies
- Make provision for internship for final year students or fresh graduates.
- Create opportunities for research for postgraduate students in areas in which the Faculty has expertise.

4.4 Admission and enrolment

The veterinary course is a rigorous one, and students admitted must have proven capabilities. Students admitted to veterinary medicine must have solid background in physics, chemistry, biology and mathematics from their pre-university studies. The selection should be competitive; based upon academic achievements and or other criteria. Admissions must also be compatible with facilities and staff numbers, bearing in mind the need for low student/staff ratios, particularly in the clinical side of the course, and the amount of clinical and pathological material available.

4.5 Academic staff

The competence of the full-time academic staff must enable coverage of all the subject areas of the curriculum except where alternative arrangements are made for outside teachers, and should allowing research based teaching,. The number of full-time academic staff must allow teaching of small groups, thus maximizing the learning opportunities for the students. Part-time staff, residents and graduate students may lend support to full-time academic staff if they are appropriately integrated into the instructional programme. The workload of the academic staff should be organized in such a way that apart from teaching and clinical duties, they should be able to perform research and other non-teaching-related academic activities within working hours. Appropriate teacher supervision requires satisfactory teaching staff/student ratio.

4.6 Curriculum

4.6.1 General

- Veterinary education for professional degree must comprise at least five years' full-time theoretical and practical study (including internship) in a University or equivalent higher education establishment.
- The aims of the curriculum and the learning objectives/outcomes must be clearly defined and explained to both staff and students
- These aims must reflect the needs of the profession and of society, and mechanisms must be introduced to ensure this
- The detailed curriculum and syllabi including the course title, contents and credits are dynamic and usually under regular review and upgradation, and are to be decided by the academic bodies of the respective universities. However, BVC requires that the veterinary curriculum must cover all the subject areas as outlined in section 4.6.2 (Study programme) and all students must have acquired "day-one"



competences (as listed in section 4.7) by the time they graduate, including general academic and professional attributes and attitudes and practical competences.

- The instruction provided must include basic clinical training across all common domestic species, e.g., the food-producing animals of the bovine, ovine, caprine, porcine, equine, avian species as well as aquatic animals, the companion animals (dog, cat), the caged birds, aquarium fishes and zoo and wild animals. In cases where the Faculty cannot give adequate hands-on teaching in a species, arrangements should be made for students to learn this at another Faculty or facility.
- The breakdown of the theoretical and practical courses between the various groups of subjects must be balanced and co-ordinated so that the students may acquire the knowledge, skills and experience mentioned in this guideline. Practical training (particularly clinical training) requires the active participation of students under appropriate staff supervision in adequate ratios.
- Extra-mural practical training and internship may form part of a full-time veterinary course as long as these are supervised by the institution concerned. Extra-mural training is complementary, and can not be used to replace basic intramural training by the Faculty.
- Curriculum development is the responsibility of the institution as a whole, and should not be left to individual departments and mechanism must be established to monitor and, where necessary, amend the curriculum. Faculties should aim towards the quality assurance mechanisms.
- Provisions should be made for undergraduate students to gain preliminary experience in research.

4.6.2 Study programme

The curriculum eventually leading to the award of the title veterinarian must include at least the subjects in the groups listed below. The core veterinary subjects must constitute around 68 - 70% of the total contact hours.

4.6.2.1 Basic Biomedical Sciences

Instruction in basic biomedical sciences must provide students with an understanding of the fundamental biological principles and mechanisms underlying animal health, disease and therapy, from the molecular and cellular level to the level of the organ, the whole animal and animal populations. This includes an understanding of the biological basis of normal structure, function, development, genetics and reproduction, and the mechanisms governing homeostasis. Courses should be offered in the following subject areas:

- Anatomy, histology and embryology
- Biochemistry
- Physiology
- Genetics
- Hygiene and environmental science

4.6.2.2 Para-clinical Veterinary Sciences

Para-clinical veterinary sciences should provide instructions on the pathophysiology and pathobiology of organ systems in relation to disease production; the biological mechanisms by which animals defend themselves against infectious agents; and pharmacological mechanisms, by which disordered states may be returned to normal. The teaching must also cover the nature and biology of agents that cause diseases, and the mechanism by which the agents are transmitted from animal to animal and from animal to man. Courses should be offered in the following subject areas:

- Microbiology
- Immunology
- Parasitology
- Pathology
- Pharmacology
- Toxicology

4.6.2.3 Clinical Veterinary Sciences

The course of instruction in the basic biomedical sciences (pre- and para-clinical subjects) should have laid the necessary groundwork on which to build clinical knowledge and skills.

Clinical training must provide the skills required to examine the patient or analyze the case, collect the clinical and laboratory investigation data as the fundamental basis for a diagnostic and therapeutic plan for the case. The training must also provide necessary skills to correctly apply the principles of aseptic surgery and perform basic surgical operations and obstetrical procedures.

Intramural clinical training must be provided so all students receive a common clinical grounding, encompassing all species and disciplines and adequately enable veterinary surgeons to perform basic clinical duties in all species, if required, as outlined in “day-one skills”. The time allotted for training in clinical sciences should account for at least 40% of the entire curriculum. This does not preclude the acquisition of additional knowledge in selected areas.

Extramural clinical training and exposure to patient-driven clinical services are encouraged, but only to be considered supplementary to the intramural clinical instruction provided by the Faculty, with equal consideration to teaching hospital (stationary) clinics or ambulatory (mobile) clinical services. Courses should be offered in the following subject areas:

- Clinical medicine
- Surgery and anesthesiology
- Diagnostic imaging including Radiology
- Theriogenology
- Obstetrics
- Pharmacy and Therapeutics
- Clinical Pathology

4.6.2.4 Aquatic Veterinary Medicine

The veterinary education must provide a strong foundation on aquatic animal health. The programme should include instructions on the structure, biology and ecology of aquatic animals and their health problems. Courses should be offered in the following subject areas either independently or as integrated with other relevant courses:

- Anatomy and histology of aquatic animals
- Physiology and ecology of aquatic animals
- Aquatic microbiology, parasitology and pathology
- Aquatic medicine

4.6.2.5 Statistics, Epidemiology and Preventive Veterinary Medicine

The training must include the principles and statistical and scientific procedures of investigation, analysis and management of disease epidemics; prophylaxis and herd health management for the prevention of infectious diseases, reproduction disorders and production diseases. The students also should be familiarized with the virtual databases, spreadsheet and analytical software. Courses should be offered in the following subject areas:

- Statistics
- Epidemiology
- Preventive medicine

4.6.2.6 Animal production

Animal Production is the broad term used to describe the entire discipline of breeding, rearing and housing, fodder agronomy, nutrition and feeding regimes, and disposal of food-producing animals and their products as food or as waste. Courses must cover the major food-producing animals, poultry and fish. Knowledge of animal production in its broad sense is essential for the veterinarian in order that changes in normal behaviour and



management can be detected, animals can be handled safely, treatment can be given in an appropriate manner and appropriate recommendations can be made for prophylactics and care. The training provided should allow veterinarians to derive proper data for food chain information and possible risks to human health. Training must familiarize students with the normal methods for the disposal or recycling of animal waste. Breeding and care for companion animals, ornamental birds and fish must also be covered. Training must also provide adequate knowledge on animal welfare issues. Courses should be offered in the following subject areas:

- Animal Science
- Poultry Science
- Dairy Science
- Animal nutrition, feeding and fodder agronomy
- Animal breeding
- Farm design and farm management
- Animal waste management

4.6.2.7 Food Hygiene and Veterinary Public Health

The training must ensure that each student understands the fundamentals of veterinary public health, zoonoses, 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). It further requires adequate knowledge of the laws, regulations and administrative provisions relating to food hygiene and the appropriate tests and audits. Courses should be offered in the following subject areas:

- Food Science
- Food hygiene
- Veterinary public health

4.6.2.8 Sociology, veterinary extension and economics

Veterinary students must be familiarized with the rural sociology and economy in the context of livestock farming. Knowledge of the economics of animal rearing enterprises and their place in the rural economy is required to make informed decisions about disease control. Training should also include the principles of veterinary extension and communication skills. Courses should be offered in the following subject areas:

- Rural sociology
- Veterinary economics
- Veterinary extension

4.6.2.9 Professional roles and ethics

The course of instruction must cover subjects necessary to prepare the graduate to perform effectively not only in the traditional veterinary practice, but also in other common professional roles. Adequate knowledge of the set up of private and state veterinary services, veterinary ethics, veterinary jurisprudence and veterinary certification are essential. Courses should be offered in the following subject areas:

- Veterinary legislations, jurisprudence and professional ethics
- Soundness and certification

4.6.3 Internship/Externship

Final year students of fresh graduates must undertake an internship/externship for a period of not less than 6 months but not exceeding 12 months. The teaching hospitals of the own institute and other institutes, as well as state and private clinics and laboratories, farms and other enterprises may be used for internship/externship. The interns must work in small groups under direct supervision of faculties or assigned supervisors from other organizations.

4.7 Essential competences at graduation (Day-One Skills)

Intended learning outcomes at the programme level and individual course level must be clearly defined. The essential competences expected at graduation (day-one skills) are listed below:

4.7.1 General professional skills and attributes

The new veterinary graduate should:

- (1) Act with full professionalism in addressing veterinary problems in Bangladesh and global context
- (2) Have leadership skill with good practices in administration and office management
- (3) Communicate effectively with clients, farmers, professional colleagues and responsible authorities
- (4) Be able to use IT efficiently to gather, process and analyze information and data, and share that with professional colleagues
- (5) Work effectively as a member of a multi-disciplinary team at home or abroad
- (6) Understand the livestock farming systems and their socio-economic aspects
- (7) Realize the societal need in increasing livestock production, managing animal health and protecting public health
- (8) Be conversant with the organization and management of the state and private veterinary services in Bangladesh and national and international veterinary legislations, codes and guidance
- (9) Comply with the code of ethics of veterinary practice
- (10) Understand the need and professional obligation for continuing education and training and professional development
- (11) Have the capacity for self audit, be aware of personal limitations and seek professional advice, assistance and support, if required
- (12) Be willing to use his/her professional capabilities to contribute as far as possible to the advancement of veterinary knowledge

4.7.2 Practical competences

The new veterinary graduate should be able to undertake the following:

- (1) Recognize sound health and behavior of animals of different terrestrial and aquatic species
- (2) Obtain an accurate and relevant history of the individual animal or animal group, and its/their environment
- (3) Handle and restrain an animal safely and humanely, and instruct others in performing these techniques
- (4) Perform a complete clinical examination of both terrestrial and aquatic species
- (5) Use radiographic, ultrasonic, and other clinical investigation equipment as a diagnostic aid, safely and in accordance with current regulations
- (6) Attend all species in an emergency and perform basic first aid
- (7) Perform a basic post mortem examination of both terrestrial and aquatic species, record details, prepare report and interpret findings
- (8) Collect, preserve and transport samples from live and dead animals with appropriate biosafety precautions and following procedures appropriate for downstream investigation
- (9) Perform routine laboratory tests, and interpret the results of those generated in-house, as well as those generated by other laboratories
- (10) Make diagnosis based on clinical and laboratory evidences; and advise on, and administer appropriate treatment and patient management procedures



- (11) Prescribe and dispense medicines correctly and responsibly for both terrestrial and aquatic species in accordance with relevant legislation
- (12) Prepare clear case reports and maintain patient records in prescribed form
- (13) Correctly apply principles of sterilization of surgical equipment
- (14) Safely perform sedation, general and regional anaesthesia, implement chemical methods of restraint, and assess and control pain
- (15) Correctly apply principles of aseptic surgery and perform basic surgical operations
- (16) Follow standard procedures of hygienic management of veterinary premises (clinic, hospital, laboratory) with appropriate biosafety and housekeeping practices and proper disposal of waste
- (17) Advise farmers on planning, designing and management of farms, ensuring farm biosecurity to minimize the risks of entry, accumulation and spread of pathogens in the farm premises
- (18) Assess basic health, welfare and production records of a herd/flock
- (19) Assess correctly the nutritional status of an animal and advise the client on principles of husbandry and feeding
- (20) Assess reproductive soundness of an animal, perform artificial insemination hygienically and perform pregnancy diagnosis; and advise clients or farmers on animal breeding
- (21) Diagnose reproductive disorders; and advise on, and administer appropriate treatment
- (22) Recognize when euthanasia is necessary and perform it humanely, using an appropriate method
- (23) Know and apply veterinary legislations in disease control and animal welfare
- (24) Perform antemortem and postmortem inspection of animals at slaughter
- (25) Perform inspection of foods of animal origin for safety, along the food chain from farm to fork, and conduct basic quality control tests
- (26) Correctly apply the principles of veterinary certifications
- (27) Conduct basic epidemiological investigation, forward and backward tracing, and basic risk assessment analysis
- (28) Advise on, and carry out preventive and prophylactic programmes appropriate to a disease, species and farming system in accordance with the national policy
- (29) Follow correct procedures after diagnosing a reportable, zoonotic or notifiable disease, in accordance with the national disease control legislation
- (30) Design and implement simple research projects and present findings as formal written reports and as oral presentations

4.8 Facilities and equipment

- The site, buildings and its equipment should be conducive to teaching and adequate for the number of students enrolled.
- Buildings, for both basic and specialist facilities must be adequate and suited to the teaching programme.
- Health and safety standards must be conscientiously observed, as should the requirements of acceptable laboratory practice.
- Adequate laboratory facilities should be provided for practical training on pre- and para-clinical subjects.
- The practical side of animal husbandry and production must be taught on the institution's own farms or on farms to which it has access, to sufficiently small groups of students, thereby allowing hands-on experience for all.
- Veterinary clinic or teaching hospital with adequate and hygienic premises and equipment for the diagnosis and humane treatment of animals must be available, including provisions for hospitalisation, operative surgery and recovery from anaesthesia, exercise, and the isolation of infectious cases.

- The diagnostic, medical and surgical equipment provided must promote state-of-the-art practice of veterinary medicine and surgery.
- Institutions must have a mobile/ambulatory clinic for farm animals or equivalent facilities so that students can practise field veterinary medicine under expert supervision.

4.9 Animals and teaching material of animal origin

- The farm/s where veterinary field training is performed should contain the major animal species relevant to veterinary practice. Farm facilities and equipment should be up-to-date. The farm should be a model of animal welfare for the profession and the students.
- Adequate clinical material including all of the major species relevant to veterinary practice in the country must be made available to the students.
- The clinical material should be varied, providing experience in routine and complex cases.
- The clinical services must have access to appropriate diagnostic support including clinical and laboratory investigations.
- Clinical and hospital facilities should operate day and night.
- The clinical department(s) must maintain close links with the para-clinical departments so that students can follow cases where animals die of natural causes or are euthanized, and conduct post-mortem examinations. If necessary, pathology material should also be obtained from outside the institution to enhance the learning experience.
- An adequate data retrieval system must be available so that case studies can be undertaken.
- The Faculty must ensure that the students are exposed to an adequate supply of teaching material in the veterinary public health (including food hygiene) areas.

4.10 Library and learning resources

The Library must offer a comprehensive and up-to-date range of books and journals. Its opening hours, regulations and loan arrangements must facilitate self-learning. The institution must provide an adequate number of places for private study in the library or elsewhere on site. The Library must be professionally managed, have good working relationships with other libraries in the area, and provide modern on-line communication facilities for use by staff, students and researchers. In institutions where departmental libraries are available, the main library should have documentation on the material held in the other libraries.

The Faculty must provide audio-visual and information technology facilities meeting the needs of establishment.

4.11 Quality assurance

The institution must have an in-built mechanism of quality assurance of veterinary education. Institutional self assessment, teaching evaluation, students', alumni and employers' feedback, and regular process of curriculum review are few essential tools for quality assurance.

5 The BVC visitation process

5.1 The BVC visitation process consists of the following components:

- (1) An internal audit and the preparation of a self-evaluation report (SER) by the veterinary institution. The SER must follow a standard format, as set out by Council, including statistical indicators, which allows comparisons to be made between visits to an institution and gives an assurance that the necessary standards are being achieved.
- (2) A visit by BVC appointed experts to the institute/Faculty to inspect the establishment in accordance with the minimum standards for veterinary education set out by BVC, and to verify the details presented in the SER. A full visitation typically takes place over 4 or 5 days and takes place at least once every 5 years.



The visitors consider evidence of standards provided by the Institute in documents such as the physical facilities used by students; curriculum, syllabi and other teaching and learning materials; and external examiners' reports.

Meetings are held with representatives of the following groups to discuss the operation of the course and plans for the future, both in terms of curriculum development and delivery, and resourcing:

- Academic staff (including those from other faculties involved in teaching veterinary students),
 - Undergraduate and postgraduate students,
 - Former students (alumni)
 - Administrators, officers and senior managers of the university,
 - Internship/externship supervisors and employers.
- (3) On completion of the visit, a report is prepared by the visitors, noting strengths and weaknesses of the degree programme including the physical facilities, the curriculum and courses, their delivery, students' and employers' satisfaction particularly in terms of graduate's day-one competences, and the extent to which it meets BVC requirements. The report will also give advice on ways in which the university might try to correct any deficiencies and weaknesses.
 - (4) Visitors may, if they wish, undertake a further visit later in the year to observe the university's examinations and to report on their sufficiency.
 - (5) After preparation of the report the university is given the opportunity to comment on factual accuracy of an early draft version before preparing the final version of the report.
 - (6) The Chairman of the Visiting Team will submit the final report to the Registrar of BVC.
 - (7) The Council will invite formal response from the respective institute on the observations and recommendations made in the report within a period of two months.
 - (8) The report together with the formal response from the institute will first be considered by the Veterinary Education Evaluation Committee (VEEC) of BVC. VEEC may seek clarification from the Chairman of the visiting team, if required. The report together with the formal response from the institute and the recommendations of VEEC will be placed in the next available meeting of the Council for final decision on accreditation or recognition of veterinary degree.

5.2 Range of recommendations available to the Visitors

5.2.1 Recognition of the veterinary degree

If the university is deemed to have substantially complied with all the requirements of BVC, the visitors will recommend that the course is recognized, or continues to be recognized by BVC for purposes of registration.

The university will be invited to send an annual written report to BVC reporting on the university's progress in implementing the visitors' recommendations and suggestions, and reporting on any other significant changes. In some cases, depending on the nature of the recommendations, BVC may undertake a follow-up visit by some or all of the visitors to assess progress.

5.2.2 Conditional approval of the veterinary degree

Conditional approval will apply where either

- (1) there are documented deficiencies which are likely to be rectifiable within a two year time frame, or
- (2) bearing in mind that one or more deficiencies that have the potential to have a negative impact upon the quality of education, which are deemed to be of a potentially transient nature.

In the event of receiving "conditional approval", the institution will be required to rectify the stated deficiencies within a two-year period, and a revisit will be undertaken at the end of that time to assess the status.



If, at the end of the two-year period, substantial progress has been made, but full compliance with the recommendations not yet established, a further period of two years may be permitted on the recommendation of VEEC. A final decision, either positive or negative, will be made no later than four years after the visit.

5.2.3 Decision not to recognize the degree, or to remove recognition

If it is found that the university's degree course falls substantially short of meeting the requirements, and is unlikely to be in a position to meet them, or to rectify the major deficiencies within a 2 – 4 year period, then Council that the course is not accreditation.

5.3 Guidance on the compilation of the Self-Evaluation Report

- (1) The process of evaluation begins with the preparation and submission of the Self-Evaluation Report (SER) by the institute before the visit. It is the cornerstone of the visitation and evaluation process and should be carefully prepared and started well in advance of the visit, preferably around a year in advance of the visit.
- (2) The report must contain, in standardized form, full but concise quantitative and qualitative data to allow the visitors to make a proper evaluation of the training of veterinarian in conformity with requirement of BVC.
- (3) The document should be based on the BVC requirements and indicators. Detailed guidance on completing the SER is given in Annex 1.
- (4) There should be an introduction by the Head of institute (Dean/Principal) which should summarize the activities of the veterinary institute, detailing developments since the last BVC full visitation where appropriate, proposed future developments, and present institute/university policy.
- (5) The SER must be in A4 format, preferably spirally bound in a soft cover. An electronic copy of the SER (compatible with Microsoft Office applications) must also be supplied to BVC on CD or DVD, or by other means as agreed with BVC.
- (6) Seven (7) copies of the SER report should be sent to the Registrar at the BVC, no later than 8 weeks before the visitation.
- (7) Supporting documents should not be included in the SER but should be made available for easy access by visitors during the visit.
- (8) An up-to-date list of members of academic staff and their research interests, together with lists of publications produced by staff during the five years preceding the visit, should also be readily available for visitors during the visit.

5.4 The site visit

- (1) A full visitation normally takes place over 5 consecutive days at the institution. Members of the visitation team will hold at least two private meetings prior to site visit. During the first meeting the Chairman will guide visitors on the format of the visit and, following discussion of the SER, will identify any areas where further information may be required from the institute. Each member of the visiting panel will be required to take a lead responsibility for one or more areas to be evaluated. On the second meeting prior to visit each member will share his initial findings from the SER with the other visitors.
- (2) The visitors will work as a group for substantial parts of the visitation, since this will enable each visitor to see the relationship between the various parts of the curriculum and the degree of integration.
- (3) The timetable for the visit will normally be designed to allow for a tour of the site(s) at the start of the visitation, to enable an appraisal of the facilities by the full team of visitors. The university is responsible for providing transport for the visitors between different sites. It is recommended that the university arranges to have one or more suitably informed members of the veterinary institutions staff available to act as guides for the visitors at this point, so that any immediate questions about the site, and the function of the various facilities, can be swiftly answered.



- (4) Most of the meetings conducted with academic staff, administrators and officers, students and postgraduates, former students (alumni), internship/externship supervisors and employee will be with the full visiting team.
- (5) Visitors will usually expect to hold meetings with all key staff involved in delivering the curriculum, as well as those responsible for its ongoing development and review. The agenda for meetings with staff will be to explore how the Institute is meeting the particular requirements under consideration, and to hear about any plans for the future. The institutions will be invited to describe its strengths and weaknesses on each main topic, and describe how it is addressing any perceived weaknesses. Presentation and discussion should cover each of the main topics in the BVC requirements, such as finances, admission requirements, curriculum and courses, teaching and assessment, etc.
- (6) Meetings with students and postgraduates will normally be less formal (without the presence of university staff). Students will be asked about their experience of studying on the course, and their perception of any strengths and weaknesses, including access to social and sporting facilities.
- (7) The institutes will be asked to invite representatives of internship/externship supervisors, employers of the Institute's graduates in order that the visitors can hear employers' views on the standards achieved by the Institute. A similar meeting with the representative former students also should be arranged. Apart from open discussion the visiting team will conduct a quick structured survey using a brief simple questionnaire to assess the level to which graduates meet the day-one competences. Results of any previous surveys that the institutes may have undertaken to gain feedback from employers or past students will also be considered, as will surveys demonstrating the extent to which graduates meet the day-one competences. Graduate destinations surveys, if available, will be helpful as evidence of the type of careers followed by the institute's graduates.
- (8) A slot will be allowed in the timetable for visitors to receive confidential representations from any member of staff or students. The Dean of the faculty will need to alert staff and students to the availability of this session, to enable anyone who wishes to do so, to make their views known to the visitors in confidence.
- (9) The visitors are required to report on the examinations. Visitors may be present during the appropriate part of the final degree examinations and any other examination as may be requested by the Chairman of the visiting team. A visitor may ask to see scripts and marks for projects and continuous assessment and may sit in at the oral and practical examinations, but must not interfere with the conduct of any examination. Visitors should look at scripts from previous years' examinations. Visitors should also look at the reports of the external examiners for the previous five years.
- (10) In the event of a visitation being timed so that it does not coincide with the holding of the main degree examinations, visitors will ask to look at question papers and scripts from recent examinations to ensure that the standards set out in BVC day-one competences are being maintained.
- (11) There will be occasions when it is appropriate for individual visitors, or pairs of visitors, to break off from the main group in order to follow up on particular areas of assessment, although this will be agreed with the chairman and rest of the team in advance. For the first day or so at least, the visitors will normally stay together as a group.
- (12) At the end of each day the visitors will meet in private to discuss the progress of the day's visits and confirm the programme for the following day.
- (13) At the end of the visitation, the team of visitors will hold a meeting with the head of the institutes and the head of the parent university (if appropriate). Before doing so, the visitation team must reach agreement on their main findings to be included in the visit report, and on the oral report that the Chairman will present at that meeting. This will consist of a summary of how the institute appears to comply with the main requirements, and whether or not there are deficiencies.
- (14) The Institute must identify a visit coordinator whose role will be: to liaise with BVC during the planning stage for the visitation – putting together the draft timetable for approval by BVC, taking into account availability of staff and students



- ensuring that the correct number of SER is sent to BVC according to the agreed timetable
- to arrange meeting rooms at the university for the visit – including a ‘base’ room where visitors can meet privately during the day, and where visitors can refer to any supplementary documents that the university is providing, eg. detailed course materials, examination materials, external examiners reports, minutes of relevant meetings, access to on-line learning materials, etc.
- to arrange transport for the visitors between the hotel/guest house and the university at the beginning and end of each day, and where required between university sites.
- to act as a contact point during the visit for the BVC staff, and to be available during the visit to ensure smooth running from the university’s point of view.

(15) The check-list and questionnaire formats to be used during the visitation are given in Appendix 2.

5.5 The appointment of visitors

- (1) Visitors are formally appointed by the Council in council meeting from a panel proposed by VEEC.
- (2) The visiting team will normally consist of 5 members. The composition of the visiting team will be as follows: the Chairman and four members.

Chairman:

The Chairman will be someone who holds, or has recently held, a senior academic position and who understands universities and the requirements for veterinary education and have a clear concept about university finance and organizations.

Members:

- (1) A member of BVC
- (2) A professor of veterinary discipline*
- (3) An education expert (not necessarily of veterinary discipline)
- (3) A practicing veterinarian having at least 15 years of field experience.

* Note: If the Chairman is a professor of clinical subject then the member under ‘professor’ category should be a professor of pre- or para-clinical subject, or vice versa.

- (3) It is desirable, for consistency and continuity, for some members of the visiting team to have acted as visitors on other visitations. BVC will arrange for all new visitors to receive briefing on visitation matters from an appropriate expert or experienced person before the visit takes place. Further briefing will be provided for all visitors by the Chairman.
- (4) In order to ensure that all matters relating to the evaluation process for veterinary institutes are conducted in a fair and objective manner, the BVC has adopted a conflict of interest policy. Visitors should not be members of a visitation panel if they had been employed full time by the Institute being evaluated during the last 3 (three) years. Nor should they have personal, familial or business relationships with key personnel at the institutes being evaluated. If a member of the proposed visitation group has reason to believe that a conflict of interest might exist, he/she should seek the advice of the Registrar of the BVC. All nominated visitors will be asked to sign a declaration concerning any potential conflicts of interest.

5.6 Guidance to visitors on the format and submission of the report

- (1) Visitors’ reports must be accurate and must avoid criticism that cannot be supported by facts or that might appear unnecessarily confrontational. While reports are primarily for the evaluation of the institutes and the veterinary training, there should also be an advisory component.
- (2) Visitors must be prepared to state plainly in their reports any serious deficiencies encountered, and to make specific recommendations. However, where appropriate, the visitors should be prepared to give



advice on any aspect which they consider to be helpful to the institute. In framing recommendations, visitors need to bear in mind financial constraints and be aware that sufficient time has to be allowed to correct deficiencies.

- (3) Visitors are required to consider the SER carefully in advance of the visit. They will be expected to begin drafting their reports during the visitation, and the team must discuss and agree their findings. A standard template (Appendix 3) should be followed for preparation of the report.
- (4) Before the report is submitted to BVC, a draft agreed by the chairman of visitors will be sent to the head of the veterinary Institute to allow for correction of any points of factual accuracy. The corrected final version of the report will be formally submitted to the Council.
- (5) The Council will send the report to the head of the veterinary institute for formal comments.
- (6) The Institute may, within two months of the receipt of the report, make its formal observations or objections on the report, to BVC.
- (7) The report together with the formal response from the institute will first be considered by the VEEC of BVC. VEEC may seek clarification from the Chairman of the visiting team, if required. The report together with the formal response from the institute and the recommendations of VEEC will be placed in the next available meeting of the Council for final decision on accreditation or recognition of veterinary degree.

5.7 Interim or follow-up visits

Where conditional approval has been recommended, a further visit will be undertaken in two years time to check whether the deficiencies have been rectified. In this case the visit procedure set out in this paper may be modified in the light of the particular requirements of the interim visit. The Registrar will advise the Institute and the visitors of the procedure which will be followed.

5.8 Guidance notes for the Chairman of the visiting group

- (1) The Chairman of the visiting team plays a key role in setting the tone for the visit, liaising with the BVC, university and other visitors, and ensuring that the visit is undertaken in accordance with BVC policy. It is the Chairman's responsibility to ensure that the BVC requirements are adequately addressed by the visitors, both during the visit itself and later in the text of the report. All written communication with the university concerning arrangements for the visit must, however, be sent through the BVC.
- (2) Before the visitation, the Chairman and the BVC will agree on the arrangements to be made for the visit, including the timing of the visit and the structure of the visit programme.
- (3) During the visitation to the university, there will be meetings with the head of the institution, the professorial and non-professorial staff and the students. The Chairman will preside over all such meetings, although individual visitors may also be identified to lead discussions on particular topics. There will be a meeting between the visiting team and senior members and officials of the university at which the Chairman will be the main, but not exclusive, spokesman for the visiting group.
- (4) The Chairman is responsible for the compilation and presentation of the brief oral report at the conclusion of the visitation to the Head of Institution, the Vice-Chancellor/Dean/Head of Department, and other senior members of the university and faculty. This should be done following consultation with all members of the visiting team. No written report will be presented to the institute at this time.
- (5) It is vital that the Chairman is able to provide clear and consistent advice and guidance, to all members of his or her visiting team, on the interpretation of BVC policies and requirements as they relate to veterinary training in Bangladesh. This is important, not only for the guidance of visitors who may be new but also for those with previous visitation experience, to ensure that advice given to the university is consistent, is in line with BVC requirements, and does not go beyond the scope of BVC.
- (6) The Chairman also needs to be aware that all comments made by visitors during discussions with staff during the visitation can have a lasting effect, sometimes unintentionally, even if they are not later



reflected in the visitors' report. Individual 'hobby horses' must be guarded against at all times: a visitor's particular special interest, if allowed to predominate unduly, may risk unbalancing the entire visitation. The Chairman must guide his or her team accordingly, and ensure that visitors' comments during meetings with veterinary institutions staff are kept to the requirements under consideration, and that, in any contentious or 'grey' areas, an appropriate balance of views is reflected. Visitors should be advised not to hold private/social conversations with staff.

- (7) The Chairman will send the final draft report to the visitors for information and comment before submission to the University.
- (8) The Chairman is required to attend any interim or follow-up visit taking place after the main visitation.
- (9) The Chairman of the visitation team may be required to attend subsequent meetings at BVC when follow-up reports from the university are considered, particularly following a decision to grant conditional approval.

5.9 Notes for visitors

- (1) Visitors must respect the confidentiality of the visitation process. All documents, discussions and observations concerning a visit are confidential unless otherwise indicated by BVC.
- (2) Accreditation decisions made by BVC can have far-reaching consequences for the veterinary institutions. Visitors must ensure that they act professionally at all times, in order that the integrity of the process is respected. Visitors must thoroughly familiarize themselves with the BVC requirements for accreditation well before the visit takes place. Accreditation is based on the institution's compliance with these requirements. Visitors must ensure that they give the university's SER their full consideration before the visit, familiarizing themselves with the institution's objectives, its curriculum, teaching and assessment strategies, resources, and development plans.
- (3) During the visit, visitors will have an opportunity to tour facilities, meet teaching and research staff, senior university administrators, undergraduate and postgraduate students, departmental and hospital staff, library personnel, representatives of the institutes committees (eg. curriculum development, research, etc.). From observations and discussions, and comparing findings to the BVC requirements, the visiting team will form an evaluative judgment of the extent to which the institutes is meeting requirements.
- (4) During the tour of facilities, visitors may ask brief questions to institutions staff regarding the function of the facilities viewed in relation to the undergraduate programme; visitors should keep notes of their findings, and be prepared to discuss these with other team members at the end of the day. Visitors must not wander about by themselves or separate themselves from the team because of interests in other areas, or engage in social visits with staff. All visitors must be present during the entire tour.
- (5) At the beginning of each discussion-based meeting with institutions staff, the chairman will make introductions and explain the purpose of the visit so that all in attendance will understand the process. Visitors are expected to enter into discussions by asking good questions, but are not to become embroiled in debates. Each visitor needs to be a good listener, must record their observations, and must plan on being present during all discussions, unless otherwise agreed with the chairman, depending on the timetable.
- (6) Questions asked and discussed during these sessions should be aimed at gaining additional information and insight into the programmes offered by the institutes. Issues not related to the BVC requirements and the outcome of the visit, should not be discussed. The chairman of the visiting team will need to ensure that discussion is focused and refined.
- (7) At the end of each full day at the Institute, the visitors will meet in private to share their views on the day, further refine their understanding of the course under consideration, and to revise their reports. Visitors will need to be prepared for possible late night team meetings, and will find they have little, and possibly no, free time during their time on the visit.



- (8) BVC relies on the professional experience and expertise of visitors to make value judgments on the institute's compliance with the requirements, based on the evidence available in the SER and from the visit. The most important criterion is the institute's ability to provide a degree course that meets BVC requirements, and especially the ability to produce graduates who meet BVC day-one competences. The visitor's evaluation of the Institute should be based on the extent to which the Institute is currently meeting the requirements, rather than on the Institute's dreams for the future. Discussion of plans for the future must be handled carefully and only taken into account if they are properly documented, and there is clear evidence of support from the university's senior management.

5.10 Do's and don'ts for visitors

Do

- Remember that the accreditation process is intended both to provide assurances to the public about the standard of veterinary education, and to be helpful to the Institute in maintaining its standards and in improving its programme.
- Remember at all times that the visitors are there as guests of the university. They are there to assist the Institute in meeting its goals, and to assist BVC in its public statutory duty to report on the adequacy of the veterinary degree.
- Keep a positive attitude.
- Remember that all materials, discussions, deliberations, and the reports of the visit are confidential. Do not discuss the "state of the Institute" with anyone other than the visiting team and BVC staff.
- Remain open minded throughout the evaluation process.
- Carefully study the Institute's SER so that you have a basic understanding of the Institute and its operation.
- Be prepared for five days of intense work with long evenings.
- Participate in the discussions, both with the university staff, and with the other visitors.
- Focus on the BVC requirements.
- Be alert at all times, using all your senses.
- Be on time for all functions.
- Plan to be involved throughout the whole site visit. If you think you may have personal issues which conflict with the work of the visitors, please ask not to be assigned to that team.
- Dress professionally for all the visit activities.
- Wear your identification badge (provided by BVC) at all times.

Do not

- Bring any pre-conceived ideas about the Institute to the visit.
- Have a personal agenda regarding the university, its course or staff.
- Become separated from the team for any reason. For example, do not allow yourself to be escorted by a faculty colleague from the Institute "to see something special" unless other members of the team is to see the same item at the same time.
- Become involved in a confrontation involving any issue of the visit. The visitors are there to make recommendations to BVC and to help the Institute. Confrontation has no place.
- Compare universities or courses. Each Institute and its programme will be unique and BVC is not attempting to reduce this diversity or to hinder or impede innovation.
- Offer judgments or solutions to problems during the course of the visit. This is to be reserved for the exit interview with the Institute Dean and Principal/Vice Chancellor of the university, after discussion and agreement with the whole visiting team.



6 Recognition of overseas veterinary degrees

The question of recognition of an overseas veterinary degree will only be considered following a formal application from the overseas veterinary school or a graduate from an overseas veterinary school. The evaluation may be based on papers, however, the BVC, at its discretion may appoint a team of visitors to undertake a formal visitation at the expense of the overseas school. BVC is prepared to accept a certain amount of flexibility in the arrangements for an overseas visitation depending on the overseas school's particular circumstances.

The followings are the general requirements for recognition of an overseas veterinary degree:

- (1) The courses must be broadly comparable with the requirements of BVC for the recognition of veterinary degree in Bangladesh.
- (2) The level of clinical instruction must be comparable to that required of veterinary schools in Bangladesh.
- (3) Where appropriate the degree of the overseas veterinary school must be recognized in its region.
- (4) The overseas veterinary school must have been producing graduates for at least five years.



Appendix 1

Guidance for the preparation of Self Evaluation Report (SER)

The self-evaluation report is the cornerstone of the evaluation process

Important points to note are:

- It is recommended that preparation of the SER should begin well in advance of the visit. It must reach the BVC at least three months prior to the scheduled date of the visit.
- Therefore, it is recommended that preparation of the SER should begin about one year prior to the date of the visit.
- The SER should be drafted by the Faculty concerned. The SER must be prepared in English.
- The SER should be as brief, concise and complete as possible. The use of unnecessary abbreviations, acronyms and unusual technical or administrative terms should be avoided.
- The SER is the result of an in-depth review of the institution, its departments and their activities. The SER should also describe the policies and procedures that the Faculty uses with the intention of assuring academic standards and the quality of learning for the veterinary students. It should provide a view of how the Faculty develops, executes and monitors the effectiveness of their quality assurance systems concerning the veterinary study programme, research and research education. The SER should also indicate how teachers, students and other stakeholders are involved in the process of quality assurance and how the public (stakeholders) is informed of the Faculty's academic achievements and excellence.
- A SER should highlight both the strengths and weakness of the institution. The SER which fails to highlight weaknesses or areas for improvement will be viewed with concern.
- Recommendations for improvements should be included under each heading.

The Report Layout

The following layout should be followed for preparation of the SER:

- Identification and contact details
- Introduction
- Chapter 1. Institutional overall objective
- Chapter 2. Organizational set up
- Chapter 3. Finances
- Chapter 4. Student admission and enrolment
- Chapter 5. Academic and support staff
- Chapter 6. Curriculum
- Chapter 7. Facilities and equipment
- Chapter 8. Teaching and learning
- Chapter 9. Postgraduate education
- Chapter 10. Research
- Chapter 11. Continuing education
- Chapter 12. Quality assurance
- Appendices

Each chapter and sections thereof shall contain

- factual data
- comments on the strength and weakness
- future plans or suggestions for improvement.

Detailed guidance on writing each chapter is given below:

Identification and contact details

This top page should contain the following information:

Name of the entity (Faculty/School/College/Department) offering the veterinary degree:

Name of the University:

If the veterinary entity is a part of the University or affiliated to the University:

Address:

Website:

Title and name of head of the entity:

Name, telephone, fax and e-mail of the contact person:

Introduction

The introduction should introduce the institute and its programme with pertinent historical background. Information on former recognition or accreditation by BVC (if any) should be mentioned. It should also be briefly stated what developments in the facilities and teaching - learning have taken place since the previous recognition or accreditation.

Chapter 1. Institutional overall objective

A clear official statement on the vision and mission of the institute should be given here. This should ideally be copied from any official published document. It should also be mentioned how these overall objectives were determined, have these been ever evaluated formally and how these could be revised if needed. If such official statement is not available, this should be identified as a weakness or deficiency and suggestions can be made in this regard.

Chapter 2. Organizational set up

This section should describe the organizational setup of the institute, including the administrative, academic and auxiliary units, administrative structures, statutory and other bodies and their formation and roles, selection or appointment procedures of different academic and administrative heads, etc.

Chapter 3. Finances

Financial information should be given for the last three years. This should include the budget, source of funding and expenditure. The following tabular formats may be used, which might need to be customized based on the financial management system of respective institute.

Overall budget

Administrative/ academic/ auxiliary unit	Year N*	Year N-1	Year N-2
Total			

N* = year preceding the visitation

Overall expenditure (three separate tables for the last three years):

Year :						
Administrative/ academic/ auxiliary unit	Staff salary	Infrastructural development	Equipment	Teaching materials	Research	Others
Total						

Source of funding:



information should be given on proportions of funds coming from the government and internal income. In case of government fund the share of revenue and development head should be mentioned.

Internal income:

Details of internal income during the last three years should be given as follows:

Source of income	Year N*	Year N-1	Year N-2
Students' fee			
Clinical services			
Diagnostic services			
Farm produce			
Total			

N* = year preceding the visitation

Mention if the internal income is deposited the central fund of the institute or adjusted with the budget.

Other non-budgeted income and expenditure:

Research grants or any other funding acquired by the Faculty members that have not been included in the institution budget and expenditure statement should be detailed here:

Research grants

Academic/ auxiliary unit acquiring the fund	Year N*	Year N-1	Year N-2
Total			

N* = year preceding the visitation

Strengths and weakness and future plans or suggestions on institutional funding situation should be described.

Chapter 4. Students' admission and enrolment

State the minimum requirements for admission, the selection process and the annual intake of students. Provide below the lowest and highest total CGPA (SSC + HSC) of the admitted students during the last three years:

Year	Total CGPA (SSC + HSC) of admitted students	
	Lowest	Highest
N*		
N-1		
N-2		

N* = year preceding the visitation

Provide data on the number of students graduated in the last 3 years

Year	Number of students graduated
Year N*	
Year N-1	
Year N-3	

N* = year preceding the visitation

Provide information on the flow of students in the following table:

Number of students sat for final exam	Regular	Repeat
10 th semester in Year N*		
8 th semester in Year N-1		
6 th semester in Year N-2		
4 th semester in Year N-3		
2nd semester in Year N-4		

Number of students admitted in the year N-5:

Number of students left after admission in the year N-5:

Number of students re-admitted in the first year in the year N-5:

N* = year preceding the visitation

Provide statistics on the time required by the students for graduation:

Total number of students graduated in the last 3 years	Number of students graduated in the last 3 years after semester						
	10 (Regular)	11	12	13	14	15	16

Chapter 5. Academic and support staff

Provide a department-wise list of academic staff along with their current position, academic qualifications, length of service and teaching responsibilities. Calculate the work load of the teaching staff as per rules of the institute. Give an analysis on the adequacy of the work load in terms of estimated teaching load. Provide information on sanctioned and filled teaching positions. Also calculate student – teacher ratio.

Provide information on the administrative, technical and non-technical support staff.

Chapter 6. Curriculum

A copy of the curriculum along with the intended learning outcomes and content (syllabus) of each course should be submitted as an appendix.

In this section describe the major features of the curriculum. These should include:

- Name of the degree offered
- Duration of the course
- Objective of the programme or graduate profile, as stated in published document
- Organization of the course – annual, semester or trimester system
- Courses offered under different subject categories and their contact hours (use the format given below)
- Courses addressing different day-one skills of the graduate (use the format given below)
- Duration and structure of internship/externship programme, including the information on placement centres, group size, rotations, etc.
- Recorded history and details of curriculum revision
- Standing mechanism of curriculum revision



Curriculum/contact hours for the courses offered under different subject categories:

Courses under different subject category	Theoretical (Lecture/ Tutorial/ Seminar)	Contact hours/Curriculum hours			Other*	Total
		Supervised practical				
		Lab work	Clinical work	Non-clinical animal work		
Basic Biomedical Sciences						
1.						
2.						
3.						
Para-clinical Veterinary Sciences						
1.						
2.						
3.						
Clinical Veterinary Sciences						
1.						
2.						
3.						
Aquatic Veterinary Medicine						
1.						
2.						
3.						
Statistics, Epidemiology and Preventive Veterinary Medicine						
1.						
2.						
3.						
Animal production						
1.						
2.						
3.						
Food Hygiene and Veterinary Public Health						
1.						
2.						
3.						
Sociology, veterinary extension and economics						
1.						
2.						
3.						
Professional roles and ethics						
1.						
2.						
3.						

*Self-directed learning, extramural study, etc.
Add or delete rows as needed.



Indicate in the following table how the BVC listed day

Day-one skill	Course(s) where the students acquire that skill
1. General Professional Skills	
1.1 Act with full professionalism in addressing veterinary problems in Bangladesh and global context	
1.2 Have leadership skill with good practices in administration and office management	
1.3 Communicate effectively with clients, farmers, professional colleagues and responsible authorities	
1.4 Be able to use IT efficiently to gather, process and analyze information and data, and share that with professional colleagues	
1.5 Work effectively as a member of a multi-disciplinary team at home or abroad	
1.6 Understand the livestock farming systems and their socio-economic aspects	
1.7 Realize the societal need in increasing livestock production, managing animal health and protecting public health	
1.8 Be conversant with the organization and management of the state and private veterinary services in Bangladesh and national and international veterinary legislations, codes and guidance	
1.9 Comply with the code of ethics of veterinary practice	
1.10 Understand the need and professional obligation for continuing education and training and professional development	
1.11 Have the capacity for self-audit, be aware of personal limitations and seek professional advice, assistance and support, if required	
1.12 Be willing to use his/her professional capabilities to contribute as far as possible to the advancement of veterinary knowledge	
2. Practical skills	
2.1 Recognize sound health and behavior of animals of different terrestrial and aquatic species	
2.2 Obtain an accurate and relevant history of the individual animal or animal group, and its/their environment	
2.3 Handle and restrain an animal safely and humanely, and instruct others in performing these techniques	
2.4 Perform a complete clinical examination of both terrestrial and aquatic animals	
2.5 Use radiographic, ultrasonic, and other clinical investigation equipment as a diagnostic aid, safely and in accordance with current regulations	
2.6 Attend all species in an emergency and perform basic first aid	
2.7 Perform a basic post mortem examination of both terrestrial and aquatic animals, record details, prepare report and interpret findings	
2.8 Collect, preserve and transport samples from live and dead animals with appropriate biosafety precautions and following procedures appropriate for downstream investigation	



2.9	Perform routine laboratory tests, and interpret the results of those generated in-house, as well as those generated by other laboratories	
2.10	Make diagnosis based on clinical and laboratory evidences; and advise on, and administer appropriate treatment and patient management procedures	
2.11	Prescribe and dispense medicines correctly and responsibly for both terrestrial and aquatic animals in accordance with relevant legislation	
2.12	Prepare clear case reports and maintain patient records in prescribed form	
2.13	Correctly apply principles of sterilization of surgical equipment	
2.14	Safely perform sedation, general and regional anaesthesia, implement chemical methods of restraint, and assess and control pain	
2.15	Correctly apply principles of aseptic surgery and perform basic surgical operations	
2.16	Follow standard procedures of hygienic management of veterinary premises (clinic, hospital, laboratory) with appropriate biosafety and housekeeping practices and proper disposal of waste	
2.17	Advise farmers on planning, designing and management of farms, ensuring farm biosecurity to minimize the risks of entry, accumulation and spread of pathogens in the farm premises	
2.18	Assess basic health, welfare and production records of a herd/flock	
2.19	Assess correctly the nutritional status of an animal and advise the client on principles of husbandry and feeding	
2.20	Assess reproductive soundness of an animal and perform artificial insemination hygienically; and advise clients or farmers on animal breeding	
2.21	Diagnose reproductive disorders; and advise on, and administer appropriate treatment	
2.22	Recognize when euthanasia is necessary and perform it humanely, using an appropriate method	
2.13	Know and apply veterinary legislations in disease control and animal welfare	
2.14	Perform antemortem and postmortem inspection of animals at slaughter	
2.25	Perform inspection of foods of animal origin for safety, along the food chain from farm to fork, and conduct basic quality control tests	
2.26	Correctly apply the principles of veterinary certifications	
2.27	Conduct basic epidemiological investigation, forward and backward tracing, and basic risk assessment analysis	
2.28	Advise on, and carry out preventive and prophylactic programmes appropriate to a disease, species and farming system in accordance with the national policy	
2.29	Follow correct procedures after diagnosing a reportable, zoonotic or notifiable disease, in accordance with the national disease control legislation	
2.30	Design and implement simple research projects and present findings as formal written reports and as oral presentations	

Chapter 7. Facilities and equipment

List the facilities and equipment available for rendering veterinary education.

(a) Lectures and supervised laboratory work

- Number of lecture galleries with number of places (seats) in each
- Number of practical class rooms with number of places (seats) in each
- Availability of audio-visual facilities
- Museum specimens in anatomy laboratory
- Dissection facilities in anatomy laboratory
- Number of microscopes in use in histology, physiology, microbiology, parasitology and pathology laboratories
- Number of study slides in histology and pathology laboratories as per accession record
- Museum specimens in pathology and parasitology laboratory
- Facilities for microbial culture & identification and serological tests
- Laboratory animal units for practical involving animal experimentation

Indicate in the following table the number of animal carcasses used in anatomy training in the last three years:

Species	Number of carcasses used in anatomy study in the year		
	Year N*	Year N-1	Year N-2

N* = year preceding the visitation

(b) Supervised clinical work at veterinary hospital

- Teaching veterinary hospital with facilities for
 - animal inspection
 - housing of in-door patients
 - operation theatre
 - x-ray and other diagnostic imaging
 - necropsy
 - clinical pathology
 - Vehicle for animal transportation
 - Vehicle for ambulatory clinical services
 - Facilities (Incinerator, compost pit) for disposal of hazardous waste

Indicate in the following table the number of cases received in the veterinary clinic (as per accession book) in the last three years:

Species	Number of clinical cases received in the year		
	Year N*	Year N-1	Year N-2

N* = year preceding the visitation



Indicate in the following table the number of major surgery performed in the veterinary clinic (as per accession book) in the last three years:

Type of surgery	Number of surgery performed in the year		
	Year N*	Year N-1	Year N-2

N* = year preceding the visitation

Indicate in the following tables the number of necropsies performed (as per accession number) at veterinary clinic and at the Department of Pathology in the last three years:

Species	Number of necropsies performed in the year		
	Year N*	Year N-1	Year N-2

N* = year preceding the visitation

(c) Supervised extramural clinical work

- Vehicle for ambulatory clinical services

Provide information on the number and type of vehicle used for ambulatory clinical services, and the number of seats in each vehicle.

Indicate how many off-campus visits were made in each year over the last three years for providing ambulatory clinical services and on average how many students participated in each visit.

(d) Supervised nonclinical animal work

Indicate in the following table the number of sheds and number of animals to which the students have access for

Species	No. of sheds	No. of animals	Belonged to the institution or others	Type of trainings they are used for

(e) Food hygiene practical

Provide information on the name and location of the slaughter house(s) for food hygiene practical, the number of supervised visits per year and average number of students in each visit.

(f) Access to other external facilities for extramural studies

Provide information on other supervised extramural teaching activities in which the students have participated in the last one year.

(g) Library and learning resources

Give an overview on the library including the central library and the faculty library and provide information on the number of accessions of books and journals, number of places in the library study room, loan facilities for

text books and reference books. Also mention about the internet access facilities for teachers and students, subscription to online journals, and other e-learning facilities available in the institute.

Chapter 8. Teaching and learning

Describe here how the institute evaluates its teaching and learning. Briefly discuss how the academic programmes are controlled and coordinated. Provide an overview of the examination system. Highlight the relative proportions of written, oral and hands-on practical examinations. Also explain the grading system.

Present in the following table the distribution of overall grade among the students graduated in the last three years.

Grade	Number of students receiving this grade in the year		
	Year N*	Year N-1	Year N-2

N* = year preceding the visitation

Explain the system of teachers' evaluation, for instance, evaluation by the students, evaluation by peers and evaluation by administrator. Also describe how the results of evaluation are communicated to respective teachers and if there is any system of reward or penalty based on the evaluation reports.

If there is a system peer observation of teaching, mention how frequently that takes place and how the peer's observation is communicated to the respective teachers. Also mention if the peer observation is a casual informal procedure or a regular formal procedure, in the latter case who is responsible for coordination this activity.

Explain how the institute get assured that the students are graduating with the BVC listed day-one competences. If the institute has already conducted any graduates' satisfaction or employers' satisfaction survey, present the major findings of that survey. Also mention if any action has been taken based on the findings of that survey.

Chapter 9. Postgraduate education

Give an overview of postgraduate veterinary education, if offered by the institute.

Provide in the following table the statistics on the number of Masters produced by the institute in the last three years:

Discipline/Subject	Number of Masters produced in the year		
	Year N*	Year N-1	Year N-2

N* = year preceding the visitation



Indicate in the following table the number of PhD produced by the institute in the last three years:

Discipline/Subject	Number of Masters produced in the year		
	Year N*	Year N-1	Year N-2

N* = year preceding the visitation

Also give data on current enrolment for Masters and PhD.

Chapter 10. Research

Give an overview on the research administration system.

Indicate in the table below the number of research publications by the faculties during the last three years:

	Year N*	Year N-1	Year N-2
Publications in journals having impact factor			
Publications in journals having no impact factor			

N* = year preceding the visitation

Chapter 11. Continuing education

Give an overview of any continuing education courses offered by the institute during the last three years and mention the nature of the course, frequency of the course and the number of participants and their affiliation.

Chapter 12. Quality assurance

Provide information on any existing formal mechanism of quality assurance of veterinary education and research of the institute.



Appendix 2.1

OBSERVATION CHECKLIST: PHYSICAL FACILITIES, EQUIPMENT AND RESOURCES

1. Name of the Institute:
2. Name of the University:
3. Number of students at undergraduate level:

Level 1:	Level 2:	Level 3:	Level 4:	Level 5:	Total:
----------	----------	----------	----------	----------	--------
4. Number of sections in each level:
5. Average class size

Lecture:	Laboratory based practical:	Clinical work:
----------	-----------------------------	----------------
6. Number of lecture galleries:
7. Average number of seats in each gallery:
8. Number of lecture galleries having multimedia projectors:
9. Number of lecture galleries having sound system:
10. Number of practical classrooms:
11. Number of microscopes in use

Histology lab:	Physiology lab:	Parasitology lab:
Microbiology lab:	Pathology lab:	
12. Permanent histological study slides

In Histology lab:	Adequate <input type="checkbox"/>	Minor deficiency <input type="checkbox"/>	Not adequate <input type="checkbox"/>
In Pathology lab:	Adequate <input type="checkbox"/>	Minor deficiency <input type="checkbox"/>	Not adequate <input type="checkbox"/>
13. Museum specimens

In Anatomy lab:	Adequate <input type="checkbox"/>	Minor deficiency <input type="checkbox"/>	Not adequate <input type="checkbox"/>
In Parasitology lab:	Adequate <input type="checkbox"/>	Minor deficiency <input type="checkbox"/>	Not adequate <input type="checkbox"/>
In Pathology lab:	Adequate <input type="checkbox"/>	Minor deficiency <input type="checkbox"/>	Not adequate <input type="checkbox"/>
14. Number of carcasses used for dissection in each term/semester:
15. Species of animals used for dissection

Bovine <input type="checkbox"/>	Ovine/Caprine <input type="checkbox"/>	Equine <input type="checkbox"/>	Canine/Feline <input type="checkbox"/>	Avian <input type="checkbox"/>
---------------------------------	--	---------------------------------	--	--------------------------------
16. Records/evidence of routine dissection in the laboratory: Yes No
17. Permanent histological study slides are prepared in house:

In Histology lab:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
In Pathology lab:	Yes <input type="checkbox"/>	No <input type="checkbox"/>



18. Availability of necropsy laboratory: Yes No
19. Number of necropsy performed in each term/semester (as per record)
 Bovine: Ovine/Caprine: Equine: Canine/Feline: Avian: Others:
25. Other laboratory facilities for hands-on practical work
- | | | | |
|--------------------------|-----------------------------------|---|---------------------------------------|
| Biochemistry: | Adequate <input type="checkbox"/> | Minor deficiency <input type="checkbox"/> | Not adequate <input type="checkbox"/> |
| Physiology: | Adequate <input type="checkbox"/> | Minor deficiency <input type="checkbox"/> | Not adequate <input type="checkbox"/> |
| Nutrition: | Adequate <input type="checkbox"/> | Minor deficiency <input type="checkbox"/> | Not adequate <input type="checkbox"/> |
| Genetics: | Adequate <input type="checkbox"/> | Minor deficiency <input type="checkbox"/> | Not adequate <input type="checkbox"/> |
| Microbiology: | Adequate <input type="checkbox"/> | Minor deficiency <input type="checkbox"/> | Not adequate <input type="checkbox"/> |
| Serology: | Adequate <input type="checkbox"/> | Minor deficiency <input type="checkbox"/> | Not adequate <input type="checkbox"/> |
| Parasitology: | Adequate <input type="checkbox"/> | Minor deficiency <input type="checkbox"/> | Not adequate <input type="checkbox"/> |
| Pharmacology & pharmacy: | Adequate <input type="checkbox"/> | Minor deficiency <input type="checkbox"/> | Not adequate <input type="checkbox"/> |
| Toxicology: | Adequate <input type="checkbox"/> | Minor deficiency <input type="checkbox"/> | Not adequate <input type="checkbox"/> |
| Andrology: | Adequate <input type="checkbox"/> | Minor deficiency <input type="checkbox"/> | Not adequate <input type="checkbox"/> |
| Dairy technology: | Adequate <input type="checkbox"/> | Minor deficiency <input type="checkbox"/> | Not adequate <input type="checkbox"/> |
26. Types of animal farms/animals the students have access to
 Dairy farm Goat farm Sheep farm Horses Poultry farm
27. Ownership of the farms/animals:
 Owned by the institution Outsourced
28. Number of animal heads in
 Dairy farm Goat farm Sheep farm Horses
29. Number of sheds in poultry farm:
30. Capacity of poultry hatchery:
31. Farm infrastructure, biosecurity and management
 Adequate Minor deficiency Not adequate
32. Physical facilities in the veterinary clinic or teaching hospital
- | | | | |
|--------------------------------------|-----------------------------------|---|---------------------------------------|
| Reception/accession/admission: | Adequate <input type="checkbox"/> | Minor deficiency <input type="checkbox"/> | Not adequate <input type="checkbox"/> |
| Animal inspection room/shed: | Adequate <input type="checkbox"/> | Minor deficiency <input type="checkbox"/> | Not adequate <input type="checkbox"/> |
| Indoor patient facility: | Adequate <input type="checkbox"/> | Minor deficiency <input type="checkbox"/> | Not adequate <input type="checkbox"/> |
| Operation theatre for large animals: | Adequate <input type="checkbox"/> | Minor deficiency <input type="checkbox"/> | Not adequate <input type="checkbox"/> |
| Operation theatre for small animals: | Adequate <input type="checkbox"/> | Minor deficiency <input type="checkbox"/> | Not adequate <input type="checkbox"/> |
| X-ray room: | Adequate <input type="checkbox"/> | Minor deficiency <input type="checkbox"/> | Not adequate <input type="checkbox"/> |



Post-operative room:	Adequate <input type="checkbox"/>	Minor deficiency <input type="checkbox"/>	Not adequate <input type="checkbox"/>
Necropsy room:	Adequate <input type="checkbox"/>	Minor deficiency <input type="checkbox"/>	Not adequate <input type="checkbox"/>
Compounding & dispensing room:	Adequate <input type="checkbox"/>	Minor deficiency <input type="checkbox"/>	Not adequate <input type="checkbox"/>

33. Major equipment in the veterinary clinic or teaching hospital

Animal restraining chute:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Animal weighing machine:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Operating table for small animals:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Operating table for large animals:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
General anaesthesia machine:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
X-ray machine:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Ultrasonography machine:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Vehicle for ambulatory clinical service:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Vehicle for animal transportation:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Incinerator:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Compost pit:	Yes <input type="checkbox"/>	No <input type="checkbox"/>

34. Average number of clinical cases in each term/semester (as per registrar):

35. Species-wise distribution of cases

Bovine: Caprine/ovine: Equine: Canine/feline: Avian: Others:

36. Average number of surgical operations conducted in each term/semester (as per registrar):

37. Species-wise distribution of surgical operations

Bovine: Caprine/ovine: Equine: Canine/feline: Others:

38. Average number of trips for ambulatory clinical services in each term/semester (as per records/log book):

39. Number of accessions in the library

Text books: Reference books: Journals:

40. Number of online journals subscribed:

41. Number of places in library reading room:

42. Internet services available

LAN Wifi
 For teachers Free of charge On payment
 For students Free of charge On payment
 Own server Outsourced (centrally) Outsourced individually

43. Computer lab / Internet café available: Yes No

If yes, number of computers:



Appendix 2.2

QUESTIONNAIRE FOR GRADUATES' SATISFACTION SURVEY

Year of Graduation:

How is your level of general satisfaction with regard to:

	Highly satisfied	Reasonably satisfied	Not sure	Not satisfied
Theory lectures:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laboratory based practical work:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practical work at farms:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clinical work:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internship:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

At the time of your graduation, did you feel confident of the following skills/attributes:

1. General professional skills & attributes

		Highly confident	Reasonably confident	Not sure	Not confident
1.1	Act with full professionalism in addressing veterinary problems in Bangladesh and global context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Have leadership skill with good practices in administration and office management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Communicate effectively with clients, farmers, professional colleagues and responsible authorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Be able to use IT efficiently to gather, process and analyze information and data, and share that with professional colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5	Work effectively as a member of a multi-disciplinary team at home or abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6	Understand the livestock farming systems and their socio-economic aspects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7	Realize the societal need in increasing livestock production, managing animal health and protecting public health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



		Highly confident	Reasonably confident	Not sure	Not confident
1.8	Be conversant with the organization and management of the state and private veterinary services in Bangladesh and national and international veterinary legislations, codes and guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9	Comply with the code of ethics of veterinary practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10	Understand the need and professional obligation for continuing education and training and professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.11	Have the capacity for self audit, be aware of personal limitations and seek professional advice, assistance and support, if required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.12	Be willing to use his/her professional capabilities to contribute as far as possible to the advancement of veterinary knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Practical competences

		Highly confident	Reasonably confident	Not sure	Not confident
2.1	Recognize sound health and behavior of animals of different terrestrial and aquatic species	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Obtain an accurate and relevant history of the individual animal or animal group, and its/their environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Handle and restrain an animal safely and humanely, and instruct others in performing these techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Perform a complete clinical examination of both terrestrial and aquatic species	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	Use radiographic, ultrasonic, and other clinical investigation equipment as a diagnostic aid, safely and in accordance with current regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6	Attend all species in an emergency and perform basic first aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



		Highly confident	Reasonably confident	Not sure	Not confident
2.7	Perform a basic post mortem examination of both terrestrial and aquatic species, record details, prepare report and interpret findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8	Collect, preserve and transport samples from live and dead animals with appropriate biosafety precautions and following procedures appropriate for downstream investigation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9	Perform routine laboratory tests, and interpret the results of those generated in-house, as well as those generated by other laboratories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.10	Make diagnosis based on clinical and laboratory evidences; and advise on, and administer appropriate treatment and patient management procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.11	Prescribe and dispense medicines correctly and responsibly for both terrestrial and aquatic species in accordance with relevant legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.12	Prepare clear case reports and maintain patient records in prescribed form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.13	Correctly apply principles of sterilization of surgical equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.14	Safely perform sedation, general and regional anaesthesia, implement chemical methods of restraint, and assess and control pain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.15	Correctly apply principles of aseptic surgery and perform basic surgical operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.16	Follow standard procedures of hygienic management of veterinary premises (clinic, hospital, laboratory) with appropriate biosafety and housekeeping practices and proper disposal of waste	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.17	Advise farmers on planning, designing and management of farms, ensuring farm biosecurity to minimize the risks of entry, accumulation and spread of pathogens in the farm premises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



		Highly confident	Reasonably confident	Not sure	Not confident
2.18	Assess basic health, welfare and production records of a herd/flock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.19	Assess correctly the nutritional status of an animal and advise the client on principles of husbandry and feeding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.20	Assess reproductive soundness of an animal, perform artificial insemination hygienically and perform pregnancy diagnosis; and advise clients or farmers on animal breeding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.21	Diagnose reproductive disorders; and advise on, and administer appropriate treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.22	Recognize when euthanasia is necessary and perform it humanely, using an appropriate method	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.23	Know and apply veterinary legislations in disease control and animal welfare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.24	Perform antemortem and postmortem inspection of animals at slaughter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.25	Perform inspection of foods of animal origin for safety, along the food chain from farm to fork, and conduct basic quality control tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.26	Correctly apply the principles of veterinary certifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.27	Conduct basic epidemiological investigation, forward and backward tracing, and basic risk assessment analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.28	Advise on, and carry out preventive and prophylactic programmes appropriate to a disease, species and farming system in accordance with the national policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.29	Follow correct procedures after diagnosing a reportable, zoonotic or notifiable disease, in accordance with the national disease control legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.30	Design and implement simple research projects and present findings as formal written reports and as oral presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Appendix 2.3

QUESTIONNAIRE FOR EMPLOYERS' SATISFACTION SURVEY

Number of graduates of this institution employed in your organization:

How many graduates of this institution work under your direct supervision:

What is your assessment of the graduates for the following skills/attributes:

(Please skip the skill for which you did not have the opportunity to judge the graduates)

1. General professional skills & attributes

		Fully skilled	Reasonably skilled	Poorly skilled	Not skilled
1.1	Act with full professionalism in addressing veterinary problems in Bangladesh and global context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Have leadership skill with good practices in administration and office management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Communicate effectively with clients, farmers, professional colleagues and responsible authorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Be able to use IT efficiently to gather, process and analyze information and data, and share that with professional colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5	Work effectively as a member of a multi-disciplinary team at home or abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6	Understand the livestock farming systems and their socio-economic aspects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7	Realize the societal need in increasing livestock production, managing animal health and protecting public health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8	Be conversant with the organization and management of the state and private veterinary services in Bangladesh and national and international veterinary legislations, codes and guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9	Comply with the code of ethics of veterinary practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10	Understand the need and professional obligation for continuing education and training and professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



		Fully skilled	Reasonably skilled	Poorly skilled	Not skilled
1.11	Have the capacity for self audit, be aware of personal limitations and seek professional advice, assistance and support, if required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.12	Be willing to use his/her professional capabilities to contribute as far as possible to the advancement of veterinary knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Practical competences

		Fully skilled	Reasonably skilled	Poorly skilled	Not skilled
2.1	Recognize sound health and behavior of animals of different terrestrial and aquatic species	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Obtain an accurate and relevant history of the individual animal or animal group, and its/their environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Handle and restrain an animal safely and humanely, and instruct others in performing these techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Perform a complete clinical examination of both terrestrial and aquatic species	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	Use radiographic, ultrasonic, and other clinical investigation equipment as a diagnostic aid, safely and in accordance with current regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6	Attend all species in an emergency and perform basic first aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7	Perform a basic post mortem examination of both terrestrial and aquatic species, record details, prepare report and interpret findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8	Collect, preserve and transport samples from live and dead animals with appropriate biosafety precautions and following procedures appropriate for downstream investigation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9	Perform routine laboratory tests, and interpret the results of those generated in-house, as well as those generated by other laboratories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



		Fully skilled	Reasonably skilled	Poorly skilled	Not skilled
2.10	Make diagnosis based on clinical and laboratory evidences; and advise on, and administer appropriate treatment and patient management procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.11	Prescribe and dispense medicines correctly and responsibly for both terrestrial and aquatic species in accordance with relevant legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.12	Prepare clear case reports and maintain patient records in prescribed form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.13	Correctly apply principles of sterilization of surgical equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.14	Safely perform sedation, general and regional anaesthesia, implement chemical methods of restraint, and assess and control pain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.15	Correctly apply principles of aseptic surgery and perform basic surgical operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.16	Follow standard procedures of hygienic management of veterinary premises (clinic, hospital, laboratory) with appropriate biosafety and housekeeping practices and proper disposal of waste	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.17	Advise farmers on planning, designing and management of farms, ensuring farm biosecurity to minimize the risks of entry, accumulation and spread of pathogens in the farm premises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.18	Assess basic health, welfare and production records of a herd/flock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.19	Assess correctly the nutritional status of an animal and advise the client on principles of husbandry and feeding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.20	Assess reproductive soundness of an animal, perform artificial insemination hygienically and perform pregnancy diagnosis; and advise clients or farmers on animal breeding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.21	Diagnose reproductive disorders; and advise on, and administer appropriate treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.22	Recognize when euthanasia is necessary and perform it humanely, using an appropriate method	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



		Fully skilled	Reasonably skilled	Poorly skilled	Not skilled
2.23	Know and apply veterinary legislations in disease control and animal welfare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.24	Perform antemortem and postmortem inspection of animals at slaughter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.25	Perform inspection of foods of animal origin for safety, along the food chain from farm to fork, and conduct basic quality control tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.26	Correctly apply the principles of veterinary certifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.27	Conduct basic epidemiological investigation, forward and backward tracing, and basic risk assessment analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.28	Advise on, and carry out preventive and prophylactic programmes appropriate to a disease, species and farming system in accordance with the national policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.29	Follow correct procedures after diagnosing a reportable, zoonotic or notifiable disease, in accordance with the national disease control legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.30	Design and implement simple research projects and present findings as formal written reports and as oral presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Appendix 3

FORMAT FOR THE REPORT OF THE VISITATION TEAM

Name of the entity (Faculty/ School/ College/
Department) offering the veterinary degree :

Name of the University :

Part of the University or affiliated to the University :

Address :

Website :

Name and designation of head of the entity :

Name, telephone, fax and e-mail of the contact
person :

Executive Summary

Standard 1. Institutional overall objective

The institution must develop and follow its mission statement.

What to look for:

- Official and documented mission statement that adequately defines the general objectives of the institution
- Evidence of reflection of the mission statement in overall activities of the institution

Scores:

		Yes	Minor deficiencies	Major deficiencies	No
1.1	Has well developed and documented mission statement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	The mission statement is reflected in overall activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comme

Standard 2. Organizational set up

The institution offering veterinary degree must be a part of or affiliated to a university recognized by the University Grants Commission (UGC). The institution must have a valid and functional organizational structure suitable for offering tertiary education.

What to look for:

- Statutes and relevant ordinances
- Institutional organogram
- List of various administrative and academic committees, their formation, duties and evidence of activities

Scores:

		Yes	Minor deficiencies	Major deficiencies	No
2.1	The institution is a free-standing unit (College/ School/ Faculty / Department) established for the purpose of providing veterinary education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	The institution is a part of or affiliated to a University recognized by the UGC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	The statutes and ordinances clearly define the formation and function of different academic and administrative bodies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Different academic bodies are fully functional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	The institution has full control on the collateral courses offered by other institutions to the veterinary students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Standard 3. Finances

Finances must be adequate to sustain the educational programmes, adequate research based teaching and to ensure effective intramural practical and clinical training and supervised extramural studies.

What to look for:

- Documentation and data on the budget, expenditure and source of funding of the institution for the last three years.

Scores:

		Yes	Minor deficiencies	Major deficiencies	No
3.1	Adequate and sustainable financial resources to fulfill the mission of teaching and research, specially laboratory work, intramural and extramural clinical training including internship/externship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



3.2	Adequate and sustainable financial resources to maintain and improve essential facilities and equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments:

Standard 4. Students' admission and enrolment

Students admitted to veterinary medicine must have solid background in physics, chemistry, biology and mathematics from their preuniversity studies. The selection should be competitive; based upon academic achievements and/or other criteria, such as test score.

What to look for:

- Documentation and data on the minimum requirements for admission, the selection process and the annual intake of students; data on the lowest and highest total CGPA (SSC + HSC) of the admitted students during the last three years; as well as analytical data on students' progression through the course of studies

Scores:

		Yes	Minor deficiencies	Major deficiencies	No
4.1	Minimum requirements for admission is appropriate for studying veterinary medicine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Selection procedure is competitive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Average background of admitted students is acceptable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4	Overall academic progression of students through the course of studies is satisfactory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Standard 5. Academic and support staff

The institution must have adequate number of qualified teaching staff with competence of offering veterinary education in all subject areas at an appropriate teacher student ratio that allows practical and clinical training of students in small groups. The workload of the academic staff should be such that apart from teaching and clinical duties, they should be able to perform research. The number of support staff for academic and auxiliary units should also be adequate.

What to look for:

- Qualification of the academic head of the institution
- Academic and support staff list and their qualifications, experience and teaching responsibilities
- Number of sanctioned and filled positions
- Teacher student ratio
- Calculated workload of teaching staff

Scores:

		Yes	Minor deficiencies	Major deficiencies	No
5.1	The academic head of the institution is a veterinarian having advanced qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	The institution has qualified teaching staff with competence in all subject areas of veterinary education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3	Teacher student ratio is good enough to offer practical and clinical training of students in small groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4	The workload of teachers is such that apart from teaching and clinical duties, they can perform research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5	The veterinary teaching hospital is adequately staffed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Standard 6. Curriculum

Veterinary education for professional degree must comprise at least five years' full-time theoretical and practical study (including internship) in a University or equivalent higher education establishment. The curriculum must cover the subject areas of basic biomedical sciences, para clinical veterinary sciences (microbiology, parasitology, pathology, pharmacology and toxicology), clinical veterinary medicine for terrestrial and aquatic animals, statistics, epidemiology & preventive veterinary medicine, animal production, food hygiene and veterinary public health, economics, sociology & veterinary extension, professional roles & ethics. The core veterinary subjects must constitute at least 68 - 70% of the total contact hours. The learning objectives/outcomes of each subject must be clearly defined and explained to both staff and students.

What to look for:

- Programme description and curricular layout
- Learning outcomes at individual course level
- Course content and their relationship to the stated learning outcomes
- Distribution of contact hours for lectures and practical work



Scores:

		Yes	Minor deficiencies	Major deficiencies	No
6.1	Duration of the degree programme is not less than five years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2	All essential subject areas of veterinary education are covered in the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3	Core veterinary courses constitute not less than 68-70% of the total contact hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4	The learning outcomes are well defined at the programme level and individual course level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5	Teachers and students are well informed about the learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6	The contents of individual courses reflect the stated learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.7	Distribution of theory and practical is well balanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.8	Students get ample opportunity of practical laboratory work and intramural and extramural clinical work in small groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.9	Students get opportunity of supervised veterinary internship/externship for not less than 6 months and not exceeding 12 months	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.10	Students gain preliminary research experience in the course of their study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Standard 7. Essential competences at graduation (Day-1 skill)

The learning objectives/outcomes of each subject must be clearly defined and explained to both staff and students. All students must have acquired BVC listed “day-one” competences by the time they graduate, including general academic and professional attributes & attitudes and practical competences.

What to look for:

- Courses addressing the BVC listed day-1 competences (consult SER; learning outcomes and contents of individual courses)
- Graduates’ satisfaction over acquiring BVC listed day-1 competences (refer to graduates’ satisfaction survey results)
- Employers’ satisfaction over the graduate’s day-1 competences (refer to employers’ satisfaction survey results)

Scores:

		Yes	Minor deficiencies	Major deficiencies	No
7.1	Teachers and students are well informed about the expected day-1 competences of the graduates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2	BVC listed day-1 competences are addressed comprehensively in different courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3	Graduates are satisfied with regard to acquiring BVC listed day-1 competences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4	Employers are satisfied with regard to the graduate's day-1 competences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Standard 8. Facilities and equipment

The site, lecture halls and classrooms, practical laboratories, veterinary clinic or teaching hospital and library must be adequate for the number of students enrolled and conducive to teaching veterinary medicine. Lecture halls and laboratories should be equipped with teaching aid and equipment. The veterinary clinic or teaching hospital must have adequate and hygienic premises and modern equipment for the state-of-the-art clinical investigation, diagnosis and humane treatment of animals, including provisions for hospitalisation, operative surgery and recovery from anaesthesia exercise, and the isolation of infectious cases. Institutions must have a mobile/ambulatory clinic for farm animals or equivalent facilities so that students can practise field veterinary medicine under expert supervision. The Library must offer a comprehensive and up-to-date range of books and journals. The institution must provide modern on-line communication facilities for use by staff, students and researchers.

What to look for (also refer to Observation Checklist):

- Site map indicating different facilities of the institution.
- Number and size of lecture halls, classrooms and laboratories and their adequacy for the number of students enrolled.
- Availability, usage and maintenance of teaching aid and laboratory equipment
- Facilities and equipment in the veterinary clinic or teaching hospital
- SOP and usages of clinical investigation equipment
- Availability and condition of vehicle for ambulatory clinical services and its log book
- Facilities, accessions and management of the library
- Access of teachers and students to internet



Scores:

		Yes	Minor deficiencies	Major deficiencies	No
8.1	Number and size of lecture halls, classrooms and laboratories are adequate for the number of students enrolled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.2	Lecture halls are equipped with audiovisual facilities that are regularly used and properly maintained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.3	Laboratories are well equipped for practical work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.4	Essential museum specimens and study slides are available in the Anatomy & Histology and Pathology laboratories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.5	Veterinary clinic or teaching hospital has adequate and hygienic premises for humane treatment of animals, including provisions for hospitalisation, operative surgery and recovery from anaesthesia, exercise, and the isolation of infectious cases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.6	Necropsy facilities are available at the veterinary clinic or teaching hospital and/or Pathology department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.7	Veterinary clinic or teaching hospital is equipped with modern surgical and clinical investigation equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.8	Vehicle for mobile/ambulatory clinical service is available and used regularly for the purpose of extramural clinical training of the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.9	The number of clinical cases reporting to veterinary clinic or teaching hospital is adequate and covers major important species of animals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Standard 9. Animals and teaching materials of animal origin

The practical side of animal husbandry and production must be taught on the institution's own farms or on farms to which it has access. The veterinary clinic or teaching hospital must operate round the clock. Adequate number of clinical cases representing all the major species relevant to veterinary practice in the country must be made available to the students. Adequate number of carcasses of different species should be provided to the students for post mortem examination. Internship/externship placement centers must be chosen judiciously where supervised training are possible covering all areas of veterinary practices.

What to look for (also refer to Observation Checklist):

- Number and types of clinical cases entered in the case record book
- Number and types of necropsies entered in the record book
- List and description of internship/externship placement centres

Scores:

		Yes	Minor deficiencies	Major deficiencies	No
9.1	The institution maintains its own animal farms having modern facilities and equipment or the students have access to such farms; and the farms contain major animal species relevant to veterinary practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.2	The veterinary clinic or teaching hospital is operated round the clock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.3	The number of clinical cases reporting to veterinary clinic or teaching hospital is adequate and covers major important species of animals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.4	The number of necropsy is adequate and covers major important species of animals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.5	The students are exposed to an adequate supply of teaching materials in the veterinary public health (including food hygiene) areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.6	Internship/externship placement centres are chosen judiciously where supervised training are possible covering all areas of veterinary practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Standard 10. Library and learning resources

The Library must offer a comprehensive and up-to-date range of books and journals. The institution must provide internet facilities for use by staff, students and researchers.

What to look for:

- Facilities, accessions and management of the library
- Access of teachers and students to internet



Scores:

		Yes	Minor deficiencies	Major deficiencies	No
10.1	The library has a comprehensive and up-to-date range of books and journals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.2	The opening hours, regulations and loan arrangements of the library facilitate self-learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.3	The teachers and students have access to internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Standard 11. Quality assurance

The institution must have an inbuilt mechanism of quality assurance of veterinary education. Students' evaluation and grading system must be sound and of acceptable standard. Teachers' performances should be evaluated. There should be regular exercise of institutional self assessment through students', alumni and employers' feedback. There must be a standing process of curriculum review and improvement.

What to look for:

- Students' examination and grading system, question papers, external examiners' report
- Teachers' evaluation system
- Institutional self assessment reports
- Curriculum review history

Scores:

		Yes	Minor deficiencies	Major deficiencies	No
11.1	Students' evaluation and grading system are sound and of acceptable standard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.2	Teachers' performances are evaluated regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.3	Institutional self assessment has been done in the last five years, the report is available and measures have been taken for improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.4	Standing mechanism exists for regular curriculum review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.5	Curriculum review history is available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Comments:

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Overall Summary of the Scores

Total number of issues for which the institution has been evaluated:	
Total number of issues for which the institution fully comply BVC standard (scored “Yes”):	
Total number of issues for which the institution mostly comply BVC standard (scored “Minor deficiencies”):	
Total number of issues for which the institution almost non-comply BVC standard (scored “Major deficiencies”):	
Total number of issues for which the institution does not comply BVC standard (scored “No”):	

Recommendation

<p>Recognition of the veterinary degree</p> <p>The institution has fully or substantially complied with all the requirements of BVC. The degree may be recognized, or continue to be recognized by BVC for purposes of registration. Documented deficiencies, if any, are not likely to affect the quality of education significantly.</p>	<input type="checkbox"/> <input type="checkbox"/>
<p>Conditional approval of the veterinary degree</p> <p>The institution has mostly complied with the requirements of BVC. The degree may be provisionally recognized, or continue to be provisionally recognized by BVC for purposes of registration. Most of the documented deficiencies are either of transient nature or rectifiable in a time frame of two years.</p>	<input type="checkbox"/>
<p>Non-recognition or removal of recognition of the veterinary degree</p> <p>The institution falls substantially short of meeting the requirements, and is unlikely to be in a position to meet them, or to rectify the major deficiencies within a 2-4 year period</p>	<input type="checkbox"/>

Overall comments to substantiate the recommendation

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The End