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Accreditation of Veterinary Medicine Vetsuisse Faculty

External Evaluation Report | 08.03.2018





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Part A

Decision of the Swiss Accreditation Council

23th of March 2018

Akkreditierungsentscheid des Schweizerischen Akkreditierungsrats

Programmakkreditierung des Studiengangs Veterinärmedizin

an der Universität Bern / der Universität Zürich

I. Rechtliches

Bundesgesetz vom 30. September 2011 über die Förderung der Hochschulen und die Koordination im schweizerischen Hochschulbereich (Hochschulförderungs- und -koordinationsgesetz, HFKG), SR 414.20

Bundesgesetz vom 23. Juni 2006 über die universitären Medizinalberufe (Medizinalberufegesetz, MedBG), SR 811.11

Verordnung des Hochschulrates vom 28. Mai 2015 für die Akkreditierung im Hochschulbereich (Akkreditierungsverordnung HFKG), SR 414.205.3

Reglement vom 12. März 2015 über die Organisation des Schweizerischen Akkreditierungsrats (OReg-SAR)

II. Sachverhalt

Die Vetsuisse-Fakultät der Universität Bern / der Universität Zürich, hat am 07.02.2017 ein Gesuch auf Programmakkreditierung des Studiengangs Veterinärmedizin bei der Schweizerischen Agentur für Akkreditierung und Qualitätssicherung (AAQ) eingereicht.

Der Schweizerische Akkreditierungsrat hat am 24.03.2017 die Eröffnung des Akkreditierungsverfahrens durch die AAQ zur Kenntnis genommen.

Die von der AAQ eingesetzte Gutachtergruppe hat auf der Grundlage des Selbstbeurteilungsberichts und der Vor-Ort-Visite vom 17.-18.10.2017 an der Universität Bern geprüft, ob die Qualitätsstandards gemäss Rechtsgrundlagen nach HFKG und MedBG erfüllt sind, und einen entsprechenden Bericht verfasst (Bericht der Gutachtergruppe vom 28.11.2017).

Die Vetsuisse-Fakultät hat am 14.12.2017 zum Bericht der Gutachtergruppe Stellung genommen.

Die ausserparlamentarische Medizinalberufekommission (MEBEKO) hat am 22.02.2018 zum Bericht der Gutachtergruppe Stellung genommen.

Die AAQ hat mit Schreiben vom 08.03.2018 beim Schweizerischen Akkreditierungsrat den Akkreditierungsantrag – Teil B vom 16.02.2018 der Dokumentation der AAQ von 08.03.2018 – auf die Akkreditierung des Studiengangs eingereicht.

III. Erwägungen

1. *Bewertung der Gutachtergruppe*

Auf der Grundlage der Analyse aller Standards nach HFKG und MedBG stellt die Gutachtergruppe dem Studiengang Veterinärmedizin in ihrem Bericht vom 28.11.2017 (Bericht der Gutachtergruppe, S. 16, übersetzt aus der englischen Originalversion) ein gutes Zeugnis aus:

“Das von Vetsuisse angebotene Curriculum, das dem Bologna-Prozess Rechnung trägt, erfüllt die Anforderungen an einen Studiengang der Veterinärmedizin. Das ausgezeichnete Lehrkörper-Studierenden-Verhältnis bietet sehr wertvolle Gelegenheiten für einen anhaltenden persönlichen Kontakt und ein Tutoratssystem. Die Tier- und Lernressourcen sind ausreichend und stehen in einem ausgewogenen Verhältnis zur Verfügung, um die Lehre zu unterstützen. Das Schwerpunktsystem ermöglicht den Studierenden, ihre bevorzugten Fächer zu studieren und bietet ihnen Gelegenheit, persönliche Belastbarkeit zu entwickeln.

Die Schwäche in der praktischen Ausbildung wurde erkannt und hat zur Entwicklung des Curriculum 2020 geführt. Die Finanzierung muss noch ausgehandelt werden, um die praktische Ausbildung im sechsten Jahr gemäss Curriculum 2020 zu unterstützen, das von der Gutachtergruppe befürwortet wird.

Die beiden Standorte arbeiten gut zusammen; eine weitergehende Zusammenarbeit zwischen den beiden Standorten könnte die Lehrgelegenheiten in Bezug auf Fachgebiete erhöhen, die an einem Standort vermittelt werden, aber allen Studierenden zugänglich gemacht werden. Ein solches Beispiel ist das kürzlich geschaffene Clinical Skills Lab in Bern, das von den Studierenden beider Standorte genutzt werden kann. Die Einführung eines auf die Lehre ausgerichteten Karrierewegs für das akademische Personal wird solche Gelegenheiten bieten.

Die hervorragenden Forschungsaktivitäten von Vetsuisse an beiden Standorten und das ausgezeichnete Lehrkörper-Studierenden-Verhältnis bieten den Studierenden die Möglichkeit, Überlegungen zur beruflichen Weiterentwicklung anzustellen, während ihrer Masterarbeit zu lernen und sich für eine universitäre Nachdiplomausbildung zu entscheiden. Den Studierenden wird die Möglichkeit geboten, im Ausland zu studieren. Die Internationalität im Grundstudium könnte noch ausgebaut werden, um Raum für die persönliche Entwicklung zu bieten; in Bezug auf das akademische Personal und das weiterführende Studium ist die Internationalität jedoch hervorragend.”

Auf der Grundlage des Selbstevaluierungsberichts von Vetsuisse und des Vor-Ort-Besuchs vom 17. – 18.10.2017 schlägt die Gutachtergruppe die Akkreditierung des Studienganges Veterinärmedizin ohne Auflagen auszusprechen, vor.

2. *Stellungnahme der Vetsuisse-Fakultät*

In ihrer Stellungnahme vom 14.12.2017 erklärt die Vetsuisse-Fakultät, dass sie inhaltlich mit dem Gutachten einverstanden ist.

3. *Stellungnahme der MEBEKO*

Die Medizinalberufekommission MEBEKO, Ressort Ausbildung stellt fest, dass das Akkreditierungsverfahren des Vetsuisse-Studienganges korrekt nach den geltenden Rechtsgrundlagen und Standards durchgeführt worden ist. Sie nimmt den Gutachterbericht der AAQ zustimmend zur Kenntnis und empfiehlt eine Akkreditierung ohne Auflagen.

4. *Akkreditierungsantrag der AAQ*

Mit dem Schreiben vom 08.03.2018 hat die AAQ die Dokumentation zum Verfahren der Akkreditierung des Studiengangs Veterinärmedizin dem Akkreditierungsrat übermittelt. Teil B der Dokumentation (s. 3 -4) enthält den Antrag.

Die AAQ hält in ihrem Antrag fest: "Die Gutachtergruppe betont das ausgezeichnete Lehrkörper-Studierenden-Verhältnis, die hervorragenden Forschungsaktivitäten an beiden Standorten sowie die Internationalität in Bezug auf das akademische Personal und das weiterführende Studium. Die Situation hinsichtlich der Tier- und Lernressourcen beurteilt die Gutachtergruppe als sehr gut. Dank dem Schwerpunktesystem haben die Studierenden während des Studiums die Möglichkeit, ihr Wissen in Gebieten zu vertiefen, die sie persönlich interessieren. Aus Sicht der Gutachtergruppe ist die Zusammenarbeit zwischen dem Standort Zürich und dem Standort Bern gut etabliert und funktioniert, könnte aber noch weiter ausgebaut werden. Als positives Beispiel erwähnt die Gutachtergruppe das Skills Lab, das in Bern aufgebaut wurde und von den Studierenden beider Standorte genutzt werden kann.

Insgesamt ist die Gutachtergruppe zum Schluss gelangt, dass die Vetsuisse-Fakultät alle Standards vollumfänglich oder weitgehend erfüllt und allen Zielvorgaben entspricht, die im MedBG und im HFKG festgelegt sind. Die Gutachtergruppe hat verschiedene Empfehlungen formuliert, welche die folgenden Aspekte betreffen: die Tutoratssysteme für die Studierenden, die Einführung des Curriculum 2020, die Vermittlung von Themen wie ethische und wirtschaftliche Aspekte, Kommunikationsfähigkeiten und Verfassen von Berichten, die Einführung eines Programms zur formativen Evaluation der Kompetenzen mit anschliessender Rückmeldung, den Einsatz komplementärmedizinischer Methoden und Therapieansätze, eine von beiden Standorten genutzte E-Learning-Plattform sowie die Lehrtätigkeit des akademischen Personals" (Dokumentation AAQ, Teil B, Seiten 3-4, übersetzt aus der englischen Originalversion).

Antrag

In ihrem Antrag übernimmt die AAQ den Vorschlag der Gutachtergruppe, gestützt auf:

- den Selbstbeurteilungsbericht der Vetsuisse-Fakultät von 29.08.2017
- den Bericht der Gutachtergruppe von 28.11.2017
- die Stellungnahme der Vetsuisse-Fakultät von 14.12.2017 und
- die Stellungnahme der MEBECO von 22.02.2018

stellt die Schweizerische Agentur für die Akkreditierung und Qualitätssicherung den Antrag auf die Akkreditierung des Studiengangs Veterinärmedizin ohne Auflagen.

5. *Beurteilung des Schweizerischen Akkreditierungsrats*

Der Bericht der Gutachtergruppe vom 28.11.2017 und der Akkreditierungsantrag der AAQ vom 16.02.2018 sind vollständig und stichhaltig begründet. Sie ermöglichen es dem Akkreditierungsrat, einen Entscheid zu fällen.

IV. Entscheid

Gestützt auf die Rechtsgrundlagen, den Sachverhalt und die Erwägungen entscheidet der Akkreditierungsrat:

1. Der Schweizerische Akkreditierungsrat spricht die Akkreditierung des Studiengangs Veterinärmedizin der Fakultät Vetsuisse der Universitäten Bern / Zürich ohne Auflagen aus.
2. Die Akkreditierung wird für eine Dauer von sieben Jahren ab dem Zeitpunkt der Zustellung dieses Entscheids erteilt.
3. Die Akkreditierung wird in elektronischer Form auf www.akkreditierungsrat.ch veröffentlicht.
4. Der Schweizerische Akkreditierungsrat stellt dem Studiengang eine Urkunde aus.
5. Der Schweizerische Akkreditierungsrat vergibt das Siegel „Programmakkreditiert nach HFKG & MedBG“.

Bern, 17.04.2018

Präsident des Schweizerischen
Akkreditierungsrats



Prof. Dr. Jean-Marc Rapp

Rechtsmittelbelehrung:

Der Entscheid über die Akkreditierung ist gemäss Art. 65 Absatz 2 HFKG nicht anfechtbar.

Die Universitäten Bern und Zürich haben die Möglichkeit, bezüglich des Akkreditierungsentscheids ein begründetes Wiedererwägungsgesuch innerhalb von 30 Tagen, ab dem Zeitpunkt der Zustellung des Entscheids, an den Akkreditierungsrat zu richten (Art. 13 Abs. 14 OReg-SAR). Der Akkreditierungsrat legt das Wiedererwägungsgesuch der Kommission zur Stellungnahme vor. Die Kommission beurteilt das Gesuch schriftlich („sur dossier“) ohne weitere Instruktion. Der Akkreditierungsrat entscheidet unter Einbezug der Stellungnahme der Kommission abschliessend über das Wiedererwägungsgesuch



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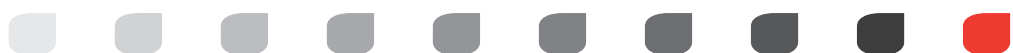




Part B

Accreditation of basic training for a university level medical profession pursuant to HEdA and MedPA and accreditation application of the Agency of Accreditation and Quality Assurance

16th of February 2018





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1 Legal basis, aim and subject

Medical education is regulated by the Medical Professions Act (MedPA): In order for a study programme to lead to a Swiss federal diploma (Art. 24 MedPA), it must be accredited in accordance with Article 31 Higher Education Act (HEdA). When registering for the federal exam, candidates must produce evidence of accreditation for the study programme they have completed. Accreditation in the university medical professions is carried out within the framework of programme accreditation pursuant to HEdA, whereby the HEdA quality standards are supplemented by the MedPA quality standards.

HEdA and MedPA differ in terms of the object of accreditation: The HEdA focuses on Bologna-compliant programmes of study, i.e. Bachelor and Master degrees are considered individually; the MedPA focuses on the six-year training for a medical profession pursuant to Article 2 MedPA, i.e. study programmes pursuant to MedPA. As the Medical Professions Act insists on the accreditation of university medical training courses, the term "study programme" will be used in the following sections.

As a prerequisite for accreditation, the MedPA stipulates that graduates of the study programme must attain all of the objectives set out in the MedPA and be qualified for postgraduate education (Art. 24 (1) MedPA). All of the objectives, i.e. the general objectives, the objectives specific to the profession and the qualification for postgraduate education, cannot be assumed to have been attained until the six-year training course has been completed. It is not possible within the framework of accreditation to extrapolate sub-objectives for – for example – the first three years (Bachelor programme) from the criteria for accreditation pursuant to MedGB. Programme accreditation pursuant to HEdA and MedPA covers the entire six-year training course leading to a Swiss federal diploma (Art. 23 (1) MedPA) (study programme as defined by the MedPA).

The object of the accreditation procedure is the combination of Bachelor and Master programmes within the framework of which the training for a medical profession pursuant to Article 2 MedPA is carried out. The starting point for accreditation is the respective Master's programme of the university awarding the title. As part of the accreditation procedure (self-evaluation of the quality standards in the self-assessment report), the university awarding the title must explain how it ensures that students meet the criteria for admission at the beginning of a study programme (i.e. duly qualified Bachelor's degree holders) under the terms of Article 24 (1) MedPA.

The group of experts makes a statement on this as part of their assessment of the quality standards. The study programme is evaluated by external experts. They review each quality standard for the accreditation of study programmes pursuant to HEdA and MedPA (see Part C of this documentation) in the areas of "Educational objectives", "Conception", "Implementation" and "Quality assurance" of the study programme.

The accreditation decision is made by the Swiss Accreditation Council. The Accreditation Council consists of 15–20 independent members. They represent the various interest groups, in particular the HE institutions, the world of work, students, mid-level faculty staff and teaching staff. At least five members practise their main occupation abroad. The decision of the Accreditation Council is based on the accreditation proposal from the agency, the expert report and the statement by the higher education institution. The Commission for Medical Professions (MEBEKO) is heard before the Accreditation Council makes its decision on accreditation.

2 Procedure

2.1 Expert group (in alphabetical order)

- **Prof. Dr. med. vet. Thomas Göbel**, Veterinary Medicine, Ludwig-Maximilians-University Munich
- **Prof. Dr. med. vet. Wim Kremer**, Veterinary Medicine, Utrecht University
- **Indra Nowak**, Veterinary Medicine, Justus Liebig University Giessen
- **Prof. Dr. med. vet. Andrea Tipold** (Peer Leader), University of Veterinary Medicine Hannover

2.2 Schedule

Date of admission: 24.03.2017

Closing date self-evaluation report: 30.08.2017

On-site visit: 17. -18.10.2017

Expert group report: 28.11.2017

Statement of the higher education institution: 14.12.2017

Statement of MEBEKO: 22.02.2018

2.3 Preliminary remarks and self-evaluation report

At the request of the faculty, the on-site-visit as part of the HEdA accreditation procedure was organised in the same week as the on-site-visit as part of the EAEVE (European Association of Establishments for Veterinary Education) accreditation, in order to reduce organisational effort. Whereas the accreditation pursuant to HEdA and MedPA of the study programme in veterinary medicine is mandatory, the Vetsuisse faculty undergoes the accreditation procedure pursuant to the EAEVE framework voluntarily and regularly. The mandatory accreditation pursuant to HEdA and MedPA investigates the quality of the study programme in compliance with Swiss federal requirements and legislation. EAEVE accreditation, as per its mission statement, targets veterinary medical establishments (and their teaching) in order to evaluate, promote and further develop Europe-wide minimum standards in light of the EU Directive 2005/36.

Vetsuisse submitted the self-evaluation report for the HEdA accreditation procedure on 29 August 2017. The first chapter of the report contains an introduction with background and general information on the study programme, the perceived strengths and weaknesses, and a description of the self-evaluation process. In the second part of the report, Vetsuisse covers all areas to be answered and gives a description and analysis of each standard. The third section provides an outlook on the further development of the quality assurance system. The report is supplemented with a list of relevant links, and the EAEVE self-evaluation report with a compilation of annexes. Some of the standards overlap, and in general the EAEVE report is much more detailed (in line with EAEVE's focus and the respective standards); therefore, some information in the EAEVE report, in particular details of the curriculum, could also be used for the HEdA evaluation and report.

2.4 On-site visit

The on-site-visit as part of the HEdA accreditation procedure took place on 17-18 October 2017 at the Vetsuisse faculty, University of Bern. The expert group met for a preparatory discussion on the evening of 16 October. During the on-site visit, the expert group talked to all relevant stakeholder groups of the study programme and gathered information in order to evaluate the fulfilment of the quality standards.

The AAQ expert group met the EAEVE expert group for dinner on 17 October in order to exchange views.

The on-site-visit was concluded with a debriefing session, where the expert group shared its general impression of the study programme with the faculty.

2.5 Report of the expert group

The report of the expert group was handed in on time and could be submitted to the Vetsuisse faculty to give them the opportunity to comment on it.

2.6 Statement of the Vetsuisse faculty

The Vetsuisse faculty has given a statement on the 14th of December 2017, in which the faculty declares that they agree with the conclusions drawn in the experts' report (see statement of the Vetsuisse faculty in chapter 4).

3 Accreditation application of the Agency of Accreditation and Quality Assurance

Initial position

Vetsuisse faculty was founded in 2006 by merging the veterinary faculty of Bern and the veterinary faculty of Zurich. The faculties were merged to increase their quality in research even further, teaching and service and to expand their international competitiveness. The Vetsuisse faculty offers thus one study programme for veterinary medicine in Bern and in Zurich, that consists of a Bachelor's degree in veterinary medicine after three years and of a master's degree in veterinary medicine after another two years. The two sites have remained integral parts of their respective home universities, they have separate budgets and the students are fully integrated in their respective home universities. The Vetsuisse faculty has one curriculum and one catalogue of learning outcomes. Stakeholders from both locations are equally represented on all committees.

Currently, the study programme is under revision. The new study programme called Curriculum 2020 will be implemented soon and has been a major topic of the interviews during the on-site visit. One important change would be the addition of a sixth year. During the on-site visit, the decision had not been taken yet. As it is one of the basic principles of programme accreditation, only the current conditions of the study programme are the subject of the assessment. Thus, Curriculum 2020 has not been assessed.

Considerations

The expert group highlights the excellent staff-student ratio, the excellent research activities at both sites and the internationality in relation to academic personnel and postgraduate education. The situation regarding animal and learning resources is very well, according to the

expert group. In their studies, students have the opportunity to deepen their knowledge in fields of individual interest thanks to the track system. The expert group judge the collaboration between the site of Zurich and the site of Bern as well established and functioning, and at the same time says that it could still be further developed. As a positive example, the expert group names the skills lab, that has been installed in Bern and can be used by students of both sites.

Overall, the expert group concluded that the Vetsuisse faculty fulfills all the standards fully or substantially and meets all the aims set by MedPA and by HEdA. The expert group formulated several recommendations in the fields of the tutorial systems for students, the introduction of the Curriculum 2020, the teaching of subjects such as ethical and economic aspects, communication skills and report writing, introduction of a formative assessment programme of competencies and feedback after assessment, the use of complementary medical methods and therapeutic approaches, one platform for e-learning used by both sites and teaching of academic personnel.

Application of the Swiss Agency of Accreditation and Quality Assurance

On the basis of

- the self-assessment report of the Vetsuisse Faculty from the 29th of August 2017,
- the report from the expert group from the 28th of November 2017,
- the statement of the Vetsuisse faculty from the 14th of December 2017 and
- the above considerations,

the Swiss Agency of Accreditation and Quality Assurance (AAQ) applies to the Swiss Accreditation Council to make a formal pronouncement on the accreditation of the study programme Veterinary Medicine at the Vetsuisse faculty without conditions.



Part C
Report of the expert group

28th of November 2017





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1 Veterinary medicine study programme

Vetsuisse has existed since 2006 as a result of a merger by the two departments for veterinary medicine at the universities of Bern and Zürich. Vetsuisse offers one study programme for veterinary medicine at two locations. Both locations remain integral parts of their respective universities; Vetsuisse operates on the basis of a shared curriculum and a common catalogue of learning outcomes. The study programme is managed by Vetsuisse and stakeholders from both locations are represented equally on all committees.

The faculties at both institutions collaborate closely. Another close collaboration takes place within the University of Bern in order to provide better teaching qualifications for academic staff leading to the Master of Medical Education.

The curriculum provided by Vetsuisse follows the Bologna process and includes a Bachelor's degree after three years and a Master's degree after a further two years; in total, five years. As the study programme is currently in a revision phase, the intended changes were naturally important topics of the self-evaluation report and the interviews during the on-site-visit. The extension of the duration of the study programme to six years (with prolongation of the Master's programme by one year) is one of the most important features of the new curriculum from 2020. Nevertheless, one of the basic principles of course accreditation applies: namely, only the current conditions of the study programme are the subject of the assessment.

2 Analysis of the conformity of the study programme with the quality standards

1. Area: Educational objectives

Standard 1.01:

The study programme has clear objectives, clarifying its special features and complying with national and international requirements.

A catalogue of learning objectives and outcomes is published online¹ and includes different objectives with identified levels of expected expertise. The catalogue was discussed during the visit, and the team of experts came to the conclusion that it is completely up to date in terms of national and international requirements.

The study programme has clear objectives, as outlined in the self-assessment report of the Vetsuisse faculty of the universities of Bern and Zürich. The standard is clearly met. Objectives are made transparent and are in line with national and international requirements.

The expert group rates Standard 1.01 as fully fulfilled.

Standard 1.02:

The study programme pursues educational objectives in line with the mission and strategic planning of the higher education institution or other institution within the higher education sector.

The pursuit of the educational objectives of the study programme must be in line with the mission and strategic planning of the two universities: Bern and Zürich. Both locations are supervised directly by the rectorate of their respective university, receive their budget from their home university and are administrated by their respective university administration.

¹ <https://www.bag.admin.ch/bag/de/home/themen/berufe-im-gesundheitswesen/medizinalberufe/eidgenoessische-pruefungen-universitaerer-medizinalberufe/eidgenoessische-pruefung-in-veterinaermedizin.html>



The expert group studied the mission statement of Vetsuisse concerning the educational objectives, and assessed it as fully in line with the planning of the home institutions as outlined in the self-assessment report. That fact became even more evident during discussions with faculty members.

The development of the new curriculum is furthermore in line with the strategic planning of Vetsuisse, and includes mainly the implementation of the curriculum and improvement of prospects for academic staff. A collaboration with the University of Bern leading to the development of a Master's programme in medical education to foster young academic personnel is planned. Of course, staff from the Zürich location can also make use of this.

The expert group rates Standard 1.02 as fully fulfilled.

Recommendation: In order to pursue the educational objectives of the study programme effectively, a comprehensive tutorial system for students is planned and has already been partly introduced. The expert group values the system highly and recommends follow up on this.

Standard 1.03 :

The tertiary-level type A institution, if applicable the institutions, regulate the study programme for earning a federal diploma in accordance with the objectives set out in the Medical Professions Act. The responsibility for the quality as well as the accreditation of the study programme lies with the institution that awards the master diploma.

The study programme enables the graduates – at the appropriate level over the course of their university medical education – to:

a) provide comprehensive, individual and high-quality treatment to patients;

The curriculum, including its various clinical teaching tracks, is comprehensive and the learning objectives leave no doubt that high quality treatment of animal patients can be provided by graduates. An outcome analysis of student performance in the federal exam was provided during the visit and supported this finding.

A survey of stakeholders and employers revealed that according to their observations, the graduates lack practical skills.

Vetsuisse took this feedback from the stakeholder survey seriously, as it matched its own perception. In the self-assessment report and during the visit, it became clear that Vetsuisse recognised that students' practical skills could be improved. The faculty proposes two solutions: the installation of a clinical skills lab and the development of a new curriculum, Curriculum 2020, to improve these potential shortcomings.

The expert group rates Standard 1.03a as substantially fulfilled.

Recommendation: The improvement in the teaching of practical skills as planned for Curriculum 2020 is assessed highly and the team of experts supports the idea of the introduction of a sixth year.

Additionally, the expert team recommends that a structured plan for personal development of students is added to the new curriculum. An advanced and balanced personal development could potentially help to ensure that future graduates are able to provide comprehensive, individual and high quality treatment in a sustainable way.

b) address questions with scientifically recognised methods and in consideration of ethical and economic aspects, and make appropriate decisions on that basis;

It was outlined in the self-evaluation report and explained during the visit by academic staff and students that these skills are addressed systematically at the beginning of the study period and later on progressively during the whole curriculum, and in particular during the clinical rotations. Questions with scientifically recognised methods are covered during the Master's thesis.

It became evident to the expert group that this standard is met through the construction of the educational programme. Scientific methods and evidence-based decision making are taught theoretically and are present as topics during the whole study duration. Graduates demonstrate through the Master's thesis that they are able to address questions with scientifically recognised methods. Ethical and economic aspects are covered during their studies, but their explicit teaching could become more prominent. It has already been decided by Vetsuisse that the amount of explicit teaching of these aspects will be increased in the future.

The expert group rates Standard 1.03b as fully fulfilled.

Recommendation: The expert group encourages the Vetsuisse faculty to follow up the described plan to teach subjects, such as ethics and economic thinking, explicitly in Curriculum 2020.

c) communicate with patients and other involved parties in a professional and direct manner;

As outlined in the self-evaluation report and explained during the visit by academic staff and students, these subjects are taught well in the current curriculum, in particular during clinical rotations. But communication is key and can always be improved; therefore, an increase in the amount of teaching and the formative assessment of communicational skills are planned.

The educational goals are met; the standard is reached.

The introduction of an ePass (an electronic portfolio for students) with the new Curriculum 2020 as described during the visit, will allow the formal teaching and formative assessment of communication skills to be better tracked.

The expert group rates Standard 1.03c as fully fulfilled.

d) assume responsibility in the healthcare system, in particular in the field of primary medical care, and in their chosen profession in society;

The curriculum covers these subjects as outlined in the self-evaluation report. Students are trained to take responsibility and work independently. The concept of 'One Health' is present and discussed in detail. Most of the described subjects of this standard are taught during education about the food chain.

It became obvious during discussion that the required standard is met and students are introduced through the concept of 'One Health' to take responsibility in the healthcare system. Insofar as this standard is applicable to veterinary medicine, it is fulfilled satisfactorily.

The expert group rates Standard 1.03d as fully fulfilled.

e) perform organisational and management tasks within the context of their profession;

Students have to take over some organisational and management tasks, as explained in the report and during the on-site visit, mainly during their clinical rotations.

The teaching of management and organisational skills is, however, not yet strongly formalised in the curriculum. This was identified as a weakness, as graduates reported that they felt challenged by organisational and management tasks when entering the profession. The new curriculum will address these topics in a more explicit way.

The expert group rates Standard 1.03e as substantially fulfilled.

f) respect the competences of other recognised healthcare professions;

The competencies of other recognised healthcare professions are recognised during clinical rotations and during teaching periods on the 'One Health' concept.

It became clear in the self-evaluation report and during discussions that the teaching goal of this subject is reached.

The expert group rates Standard 1.03f as fully fulfilled.

g) remain competitive on an international level.

In the report and international rankings, the Vetsuisse faculty was able to demonstrate the high international standard that enables students to remain competitive at an international level. The faculty was at the same time seeking accreditation by EAEVE and was evaluated positively during the last EAEVE visit. Vetsuisse is always at the forefront of rankings for veterinary education.

There is no doubt that graduates of Vetsuisse are competitive at an international level.

The expert group rates Standard 1.03g as fully fulfilled.

2. Area : Conception, architecture and structure of the study programme

Standard 2.01:

The study programme implements the respective learning objectives in a manner that allows the graduates to attain their educational objectives in accordance with MedPA.

Learning objectives are described in the Learning Objective Catalogue. In addition to the oral and written exams, an OSCE has been tested and is currently on the point of implementation at the Bern location. Informal feedback is provided, in particular during clinical rotations, and students are assessed regularly.

Based on the documentation and the interviews, the expert group concluded that the learning objectives are implemented well in the programme, and graduates attain optimal educational objectives, as described in the Learning Objective Catalogue, in accordance with MedPA. Assessment is already at a high level, yet the institution is planning to improve assessment in the near future, which is supported by the expert group. The staff-student ratio is excellent and courses appear to be well designed.



The expert group rates Standard 2.01 as fully fulfilled.

Standard 2.02:

Graduates of the study programme must demonstrate the following knowledge, skills and capabilities (adjusted in accordance with MedPA Art. 6):

a) possession of the scientific foundations required to perform preventive, diagnostic, therapeutic, palliative and rehabilitative care;

The faculty has an official statement that all teaching is evidence-based. Students acquire scientifically based knowledge along the entire curriculum.

Based on the documentation and the interviews, the expert group confirmed that an evidence-based approach is the basis of teaching. Teaching is closely related to insights from recent research. Teachers are well equipped to teach in a modern and scientific approach. The students demonstrate the possession of these skills in their formative and summative assessments, through the Master's thesis and later in the federal exams.

The expert group rates Standard 2.02a as fully fulfilled.

b) an understanding of the principles and methods of scientific research;

All teaching staff are involved in research. Students are introduced to databases and libraries from the beginning of the first year. Their understanding of the principles and methods of scientific research is developed and intensified during the course of their studies. A scientific Master's thesis has been compulsory for all students since 2010.

Based on the documentation and the interviews, the expert group concluded that a science-based approach is central in the institution's teaching. Principles and methods of scientific research are covered in most courses. This competence is taught explicitly and assessed with the Master's thesis.

The expert group rates Standard 2.02b as fully fulfilled.

c) a recognition of the factors needed to maintain good health, the ability to evaluate and consider them in a professional capacity;

Animal welfare and husbandry are core topics over the entire curriculum.

Based on the documentation and the interviews, the expert group concluded that these themes are taught well and covered in all clinical courses and rotations (learning by doing) in an adequate manner.

The expert group rates Standard 2.02c as fully fulfilled.

d) the ability to advise, assist and support patients in cooperation with members of other professions;

During clinical rotations, students work together with technical and supporting staff. In some rotations, students interact directly with patient owners and agricultural personnel. Thus, they



are trained in terms of hands-on skills during the course of their studies, so that as graduates they are able to fulfil these requirements.

Supported by the excellent student-staff ratio, students have optimal opportunities to collaborate with staff and other professions. Students receive constant feedback on their skills in advising, assisting and supporting patients, and their collaboration with members of other professions. This feedback is largely informal; the students are not assessed explicitly on these requirements. The new plan related to the introduction of programmatic assessment is considered by the expert group as an excellent opportunity to improve assessment in this competence.

The expert group rates Standard 2.02d as fully fulfilled.

e) the ability to analyse medical information and research results and make a critical assessment and application in the professional capacity;

This standard is addressed and taught along the whole curriculum. Students are assessed explicitly on this subject in the Master's thesis.

Based on the documentation and the interviews, the expert group concluded that this theme is sufficiently addressed along the curriculum. This conclusion is supported by the fact that all teaching staff are intensively involved in research. Student competence is assessed explicitly in the Master's thesis and formatively trained and assessed during journal clubs that some individual staff members organise with the students.

The expert group rates Standard 2.02e as fully fulfilled.

f) the capacity to learn how to work in inter-professional collaboration with members of other professions;

The 'One Health' concept is a central theme in the curriculum. The student learns to work together with, and develops an understanding of, other professions.

Based on the documentation and the interviews, the expert group concluded that this theme is sufficiently addressed implicitly along the curriculum, although not all teachers and researchers embrace 'One Health' as a comprehensive and useful theme in promotion of this issue.

The expert group rates Standard 2.02f as substantially fulfilled.

g) a knowledge of the legal framework of the Swiss social insurance and healthcare systems and ability to apply that knowledge in a professional capacity;

Students encounter legal issues in animal welfare rights and legislation related to the veterinary profession during the course of their studies, with a focus in the Master's programme.

Based on the documentation and the interviews, the expert group concluded that this theme is sufficiently addressed along the curriculum.

The standard is only partially applicable – related to Swiss social insurance and the healthcare system – to veterinary medicine.

The expert group rates Standard 2.02g as substantially fulfilled.

h) the ability to assess the effectiveness, appropriateness and economic efficiency of their services and conduct themselves accordingly;

In the first semester of the Master's programme, students are introduced to aspects of management of a veterinary practice. These topics are also addressed during their clinical work and discussed with clinical staff.

Based on the documentation and the interviews, the expert group concluded that this theme is sufficiently addressed along the curriculum, although in a more implicit way.

The expert group rates Standard 2.02h as substantially fulfilled.

Recommendation: Increased amount of explicit teaching of subjects such as ethics, economic aspects, communication skills and report writing is recommended.

i) an understanding of the relationship between the national economy and the healthcare system and its various care provision structures;

The legal and political framework is taught and is particularly relevant in the curriculum's veterinary public health and farm animal tracks.

Based on the documentation and the interviews, the expert group concluded that this theme is sufficiently addressed.

The expert group rates Standard 2.02i as fully fulfilled.

j) an ability to apply their knowledge, skills and capabilities in a professional capacity and continuously build upon them.

During their last year, students are guided towards professional capacities. The institution has advanced plans to increase training of these competencies and skills by introducing an additional sixth year to the study programme.

Based on the documentation and the interviews, the expert group concluded that this theme is sufficiently addressed, although alumni consider these competencies not always sufficiently developed at the time of graduation. An additional sixth year offers a good opportunity to further improve the training of these competencies.

The expert group rates Standard 2.02j as substantially fulfilled.

Recommendation: The introduction of Curriculum 2020 is highly recommended, as is the addition of a sixth year and additional funding for practical education. Additionally, a structured plan should be implemented for students' personal development.

Standard 2.03:

The study programme supports the development of social competence and students' character with a view to enabling them to meet the requirements of their future profession.

In particular, the study programme prepares students to:

a) recognise and respect the limits of the medical profession as well as their own strengths and weaknesses;

These competencies are taught along the whole programme. The unique staff-student ratio is very beneficial in coaching and training students in these subjects. Students also have the opportunity to be mentored by someone from the professional field (not from the faculty staff).

Based on the documentation and the interviews, the expert group concluded that these subjects are sufficiently addressed in the study programme, although it sees the potential to reinforce teaching of these competencies through the introduction of a sixth year in the curriculum, and the planned introduction of programmatic assessment based on formative assessment in the clinical rotations. Introduction of a tutorial system for students (as in many other medical and veterinary programmes) may also improve the development of these competencies.

The expert group rates Standard 2.01a as substantially fulfilled.

Recommendation: The planned and already partially introduced tutorial system for students and academic staff is highly recommended and should be followed up.

b) understand the ethical dimension of their professional conduct and appreciate their responsibility towards individuals, society and the environment;

These competencies are taught along the whole study programme, in particular during the clinical rotations. The unique staff-student ratio and the well-trained teachers have a beneficial effect on coaching and training in these subjects.

Based on the documentation and the interviews, the expert group concluded that these subjects are sufficiently addressed in the study programme, although it sees the potential to reinforce teaching of these competencies through the introduction of a sixth year in the curriculum, and the planned introduction of programmatic assessment based on formative assessment in the clinical rotations.

The expert group rates Standard 2.03b as substantially fulfilled.

Recommendation: Increased amount of explicit teaching of subjects such as ethical aspects is recommended. The plan to introduce a formative assessment programme of competencies is supported.

c) uphold patients' rights of self-determination in the course of their treatment.

These competencies are taught along the whole programme, in particular during the clinical rotations in direct contact with patient owners.

Based on the documentation and the interviews, the expert group concluded that these subjects are sufficiently addressed in the study programme.

The expert group rates Standard 2.03c as fully fulfilled.

Standard 2.04:

The study programme sets the following educational objectives:

a) have knowledge of the fundamental structures and functional mechanisms of the animal organism as are relevant to the practice of the profession, from the molecular level to the organism as a whole or animal population, in all its developmental phases and covering the entire spectrum from healthy to diseased;

These objectives as described. The study plan and learning outcomes lay out the link clearly between content and objectives. In the selected track in the Master's programme, students deal not only with the health of the individual animal patient, but also with herd medicine.

Based on the documentation and the interviews, the expert group concluded that the learning objectives are well implemented in the programme and assessed in examinations along the Bachelor's programme

The expert group rates Standard 2.04a as fully fulfilled.

b) have basic knowledge of the behaviour of healthy and diseased animals or animal populations as well as the requirements of animal husbandry, animal feed and treatment of animals, and understand how deficiencies affect their well-being and performance;

These subjects are taught in specific courses, and in a more integrated way in several courses along the programme.

Based on the documentation and the interviews, the expert group concluded that these subjects are implemented well in the programme and assessed adequately in examinations along the Bachelor's and Master's programme.

The expert group rates Standard 2.04b as fully fulfilled.

c) be able to diagnose and treat common and urgent health problems and diseases that are treated in their professional field;

These subjects are taught in specific courses, and in a more integrated way in several courses along the programme.

Based on the documentation and the interviews, the expert group concluded that these subjects are implemented well in the programme and assessed adequately in examinations along the Bachelor's and Master's programme.

The expert group rates Standard 2.04c as fully fulfilled.

d) be qualified to conduct a structured examination of an animal or animal population, plan advanced diagnostics, provide overall interpretations of animal populations and prepare therapeutic plans, veterinary plans and prophylaxis measures;

These subjects are taught in specific courses, and in a more integrated way in several courses along the programme.

Based on the documentation and the interviews, the expert group concluded that these subjects are implemented well in the programme and assessed adequately in examinations along the Bachelor's and Master's programme.

The expert group rates Standard 2.04d as fully fulfilled.



Recommendation: To enhance practical skills, the introduction of Curriculum 2020 is highly recommended, as is the addition of a sixth year and additional funding for practical education.

e) have basic knowledge of genetics, animal breeding and animal production, and understand the effects of hereditary disposition and production methods on the well-being and performance of animals;

These subjects are taught in specific courses in the Bachelor's programme, and assessed in a summative examination. Application of this knowledge in the clinical situation is further discussed in the different tracks of the Master's programme

Based on the documentation and the interviews, the expert group concluded that these subjects are implemented well in the programme.

The expert group rates Standard 2.04e as fully fulfilled.

f) be familiar with the legal basis and the state's duties in the veterinary field, in particular with concepts for monitoring and eradicating animal diseases, including diseases that may be transmitted between humans and animals, with monitoring foodstuffs of animal origin, and with the principles of animal welfare;

These subjects are taught in different tracks of the Bachelor's programme, and assessed in a summative examination. Other legal aspects are part of the Master's programme, including labour law, animal welfare and liability issues (e.g. Tierärztliche Rechtskunde).

Based on the documentation and the interviews, the expert group concluded that these subjects are implemented adequately in the programme.

The expert group rates Standard 2.04f as fully fulfilled.

g) be able to handle medication in a professional, environmentally sound and economical manner;

This subject is taught in a specific course in the Bachelor's programme and the first year of the Master's programme. Application of this knowledge in the clinical situation is further discussed in the different tracks of the Master's programme.

Based on the documentation and the interviews, the expert group concluded that these subjects are implemented well in the programme.

The expert group rates Standard 2.04g as fully fulfilled.

h) be able to summarise and communicate findings and their interpretation;

The competencies are taught in different courses in the (practicals) of the Bachelor's programme and in a more integrated way during the clinical training in the Master's programme and the clinical rotations.

Based on the documentation and the interviews, the expert group concluded that these subjects are implemented adequately in the programme.



The expert group rates Standard 2.04h as fully fulfilled.

Recommendation: Increased amount of explicit teaching of subjects such as communication skills and report writing is recommended. The plan to introduce a formative assessment programme of competencies is supported.

i) respect the dignity of creatures, have knowledge of the tensions between the different demands of animals, humans, society and the environment, and be prepared to apply their knowledge in a responsible manner;

These subjects are taught implicitly along the whole programme.

Staff are aware of their function as role models in terms of guiding students to acquire these competencies. Due to the excellent staff-student ratio, the expert group concluded that these competencies are dealt with adequately in the programme. However, feedback to students related to these subjects could be conveyed in a more explicit way. The intended introduction of programmatic assessment offers an excellent opportunity to improve teaching in these subjects.

The expert group rates Standard 2.04i as substantially fulfilled.

j) have an appropriate level of knowledge of complementary medicine methods and therapeutic approaches.

Students encounter concepts of complementary medicine in their third and fourth year of training.

Although the institution states that teaching in this subject is evidence-based, the expert group sees opportunities to improve teaching to a more critical and evidence-based approach. The main focus on societal demands and a reaction to these demands should be based on a more critical and evidence-based approach, instead of on non-evidence-based skills and methods.

The expert group rates Standard 2.04j as substantially fulfilled.

Recommendation: Critical thinking about the use of complementary medical methods and therapeutic approaches should be encouraged, with a reflection on these methods and societal demands.

Standard 2.05:

The study programme is reviewed regularly to determine how the general objectives of MedPA are being implemented in light of new challenges and conditions in the professional field and how the requirements for the necessary training are being fulfilled.

The curriculum was developed from a concept dating from 1999 and began in 2003. It was assessed by new graduates and employees in surveys in 2012 and 2013. The Vetsuisse faculty has also been evaluated by EAEVE and has gained full approval without deficiencies. In addition, permanent internal evaluations lead to minor or major (with the planned Curriculum 2020) changes in the programme.

The strategic plan has been modified to adapt to new demands and goals. The results of the surveys have been analysed carefully. The major challenge according to the surveys has been stated in lack of practical skills, while theoretical knowledge is judged as a strength of the



graduates. The curriculum will be adapted in 2020 to specifically address the lack of practical skills.

The expert group rates Standard 2.05 as fully fulfilled.

Standard 2.06:

It is documented that all applicable regulations in Switzerland for the professional qualifications of graduates are taken into consideration in the study programme.

The study programme with the curriculum was put in place based on federal and local university regulations.

All applicable regulations have been taken into consideration in the study plan.

The expert group rates Standard 2.06 as fully fulfilled.

Standard 2.07:

The methods of assessing the performance of students is adapted to the learning objectives.

Students are assessed regularly according to the study regulations. Different types of assessment methods include oral examinations, written tests and practical examinations. The criteria for all assessments are published at the beginning of every academic year. The learning objectives of the entire programme are available in the respective catalogue (Lernzielkatalog), which is the basis of the federal examinations. An online examination database has been established with all questions. This allows a standardised protocol of quality assurance, including formal control and quality review of each question before the examinations and statistical outcome analyses after the exams. In some instances, different types of exams are implemented at the two sites.

The professors are responsible for establishing the relevant questions of their topics according to the learning objectives. Blueprints are available for each examination and guarantee a balanced contribution of the different disciplines in the tests. The variety of different summative assessments is valued by the experts. The OSCE, which takes place in Bern, is an important addition to the assessment portfolio, but it requires a skills lab that is currently available only in Bern. The question database and the review processes guarantee the high quality of the assessments. A more formative and structured assessment of various competencies to prepare students for the future demands of the veterinary profession is missing.

The expert group rates Standard 2.07 as fully fulfilled.

Recommendation: The plan to introduce a formative assessment programme of competencies is supported; more feedback after assessment is desirable.

Standard 2.08:

The admission requirements and requirements for earning a qualification are regulated and published.

The admission requirements are clearly regulated. All candidates must pass the aptitude test. This test is not a knowledge test but rather it tests the ability to acquire knowledge. Vetsuisse is involved in adapting the aptitude test to new conditions. According to the test results, 80 and 70



students are admitted annually to Zürich and Bern, respectively. About 80% of students pass the first-year examinations.

The study programme regulates the qualification conditions. The veterinarian diploma is regulated by the Swiss MedPA and consists of four practical and oral examinations.

The group of experts agrees that the admission requirements and the qualification requirements are regulated, published and transparent to each candidate. Since the number of applicants is much higher than the available places, a selection process is necessary.

The expert group rates Standard 2.08 as fully fulfilled.

3. Area : Implementation

Standard 3.01:
The study programme is offered regularly.

The study programme starts annually in the autumn semester.

The study programme is offered as demanded.

The expert group rates Standard 3.01 as fully fulfilled.

Standard 3.02:
The available resources (supervision and material resources) enable students to attain their learning objectives. The higher education institution describes how the number of students is determined in all phases of the curriculum and to what extent it is adjusted to meet the capacity of the training institution.

Based on the documentation and the interviews, the team concluded that the available resources are more than sufficient. From an international perspective, the student-staff ratio and material resources are at a very high level. Both locations (Bern and Zurich) work closely together in terms of teaching, IT and other material resources, and show a willingness to learn from each other.

The ratio of number of academic staff to students is excellent for teaching (each academic staff member deals with an average of 1.6-2 students in the undergraduate programme, and up to 3 students per teacher in the clinical rotations and pathology). Library and IT facilities are state of the art, and the numbers of animals and cases available for teaching are high.

The expert group rates Standard 3.02 as fully fulfilled.

Recommendation: Introduction of a unified platform for e-learning on both sites is recommended.

Standard 3.03:
The teaching staff possesses the competence appropriate to the special features of the study programme and its objectives.

Teaching staff must complete didactic and pedagogic training provided by the universities of Zürich and Bern. There is a well-established evaluation programme. In addition to the individual evaluations, modules are evaluated on a regular basis.



The didactic training on both sites guarantees that the teaching staff possess the appropriate skills. The evaluation system is very efficient; in particular, the constant feedback given by students to teachers related to their teaching capabilities and the teaching resources ensures a high standard of teaching. The results of the individual and systematic evaluations are monitored constantly by the teaching commission. Minor changes can be implemented efficiently.

The expert group rates Standard 3.03 as fully fulfilled.

Standard 3.04:

The training institution pursues a long-term policy to promote young talent, which includes continuing education and training, development and assessment of the teaching staff. The criteria applied here takes into consideration research performance as well as teaching qualifications.

The policies are slightly different for Zürich and Bern, according to local regulations. Both sites have standardised procedures that regulate a continuous evaluation and promotion of young academics. Swiss labour regulations enforce a 50-hour week for clinical assistants. This standard is to be implemented at an institutional level and is subject to assessment as part of the institutional accreditation procedure of the respective university.

The training programme for young talent conforms with international standards at both sites. The universities have recognised the problem of recruitment of young academics and implemented new measures in their strategic plan to improve this situation. In particular, the participation in the Master of Medical Education in Bern is an important step towards reaching this goal and will ensure teaching leadership in the future.

The expert group rates Standard 3.04 as fully fulfilled.

Recommendation: The planned and already partially introduced tutorial system for academic staff is highly valued and should be followed up.

Academic teaching staff should be encouraged more in terms of promotion, and more should be encouraged to complete the Master of Medical Education at the University of Bern.

4. Area : Quality assurance

Standard 4.01:

Managing the study programme takes into consideration the interests of the relevant interest groups and makes it possible to achieve the necessary developments.

The interests of the relevant interest groups are taken into consideration through surveys, evaluations, close contact and constant feedback among all stakeholders. The curriculum was assessed by graduates and employers in 2012 and 2013. Based on the evaluations and together with the board of deans, government agencies and stakeholders, Curriculum 2020 was elaborated.

Curricular development is managed at both sites by measures proposed by the joint Curriculum Committee based on regular evaluations. A major development is Curriculum 2020, which is currently in the planning stage, with an extension from 10 to 12 semesters and an emphasis on more practical training for students.



The expert group rates Standard 4.01 as fully fulfilled.

Standard 4.02:

The study programme is an integral component of the quality assurance system of the higher education institution or other institution within the higher education sector.

The quality assurance of the Vetsuisse faculty is integrated into the local quality assurance systems of the two universities. In all aspects, such as research, diagnostic services, facilities and infrastructure, teaching and external assessments of teaching, quality is evaluated on a regular basis. Vetsuisse applies the Plan-Do-Check-Act cycle, informs staff, students and stakeholders regularly and involves them in the quality assurance process through evaluations and student feedback and reports. In Zürich, regular meetings with student peer groups have recently been introduced.

The study plan is an integral component of the quality assurance system of the higher education institution and Vetsuisse has a culture of quality assurance and continuous enhancement of quality. Vetsuisse complies with ESG (European Standards and Guidelines) standards. In parallel to the on-site visit organised by AAQ, a similar process was ongoing at the European level, in line with EAEVE guidelines.

The expert group rates Standard 4.02 as fully fulfilled.

Standard 4.03:

The training institution reviews regularly the results of the students (including the federal examination) and documents the consequent implications for the study programme.

Two reviews are performed in the process of setting examination questions and include formal and quality review. A post-examination review process is part of each examination and gives feedback to the teaching staff and the vice deans of teaching. Other measures concerning future examinations are based on student performance and are discussed by the Curriculum Committee. The federal examination is the same for all students and is evaluated by the Institute of Medical Education (IML). In a close collaboration between Vetsuisse and IML, standardised examination protocols are established and reviewed frequently. During the onsite visit, the expert team had the opportunity to look at student grades and could not find a difference between students of the two locations or those enrolled in different tracks.

Based on the documentation and the interviews, the expert group concluded that assessment is at a high level. The institution is planning to optimise assessment in the near future, which is supported by the expert group. Assessment results are discussed as the future curriculum is developed.

The expert group rates Standard 4.03 as fully fulfilled.

Recommendation: The plan to introduce a formative assessment programme of competencies is supported; more feedback after assessment is desirable.

3 Overall appraisal and strengths/weaknesses profile of the study programme

The curriculum provided by Vetsuisse, following the Bologna process, fulfils the requirements for veterinary medicine study. The excellent staff-student ratio gives highly valuable opportunities for continuous personal contact and a tutorial system. Animal and learning resources are sufficient and provided in a well-balanced way to support the education. The track system allows students to study their preferred subjects and gives them the opportunity to gain personal resilience. The weakness in practical education has been recognised and led to the development of the Curriculum 2020 framework. Funding still has to be negotiated to support the practical education in the sixth year of Curriculum 2020, which is supported by the expert team.

Both sites work well together; further collaboration between the two sites could enhance teaching opportunities in terms of specialities taught at one location but made available to all students. Such an example has recently been established – the clinical skills lab in Bern, which can be used by students from both sites. The establishment of an educational career path by academic personnel will foster such opportunities.

Vetsuisse's excellent research activities at both locations and the excellent staff-student ratio give students the opportunity to reflect on further development of the profession, learn during their Master's thesis and to choose postgraduate academic training. Students have the chance to study abroad. Internationality in undergraduate studies could be expanded to give room for personal development; however, internationality is excellent in relation to academic personnel and postgraduate education.

4 Recommendations for further development of the study programme

1. The planned and already partially introduced tutorial system for students and academic staff is highly valued and should be followed up.
2. The introduction of Curriculum 2020 is highly recommended, as is the addition of a sixth year with additional funding for practical education. Additionally, a structured plan should be implemented for personal development of students.
3. Increased amount of explicit teaching of subjects such as ethical, economic aspects, communication skills and report writing is recommended.
4. The plan to introduce a formative assessment programme of competencies is supported, and more feedback after assessment is desirable.
5. Critical thinking about the use of complementary medical methods and therapeutic approaches should be encouraged, with a reflection on these methods and societal demands.
6. The introduction of a unified platform for e-learning on both sides is recommended.
7. Academic personnel teaching should be encouraged more in terms of promotion, and more should be encouraged to complete the Master of Medical Education at the University of Bern.

5 Accreditation recommendation of the expert group

On the basis of the self-evaluation report of Vetsuisse and the on-site visit of 17 October 2017 and 18 October 2017, the expert group of the Swiss Agency of Accreditation and Quality



Assurance (AAQ) proposes a formal pronouncement on the accreditation of the study programme of veterinary medicine without conditions.



Part D

Statement of the Vetsuisse faculty

14th of December 2017





Marlen Tschudin

14. Dezember 2017 um 19:34

MT

An: Stephanie Hering Kopie: andreas.zurbriggen@vetsuisse.unibe.ch, bvonrechenberg@vetclinics.uzh.ch, Thomas Lutz

Aw: Akkreditierung Vetsuisse - Entwurf Gutachten

Neue Kontaktinformationen in dieser E-Mail: Marlen Tschudin dekanat@vetsuisse.ch

Hinzufügen ...

Liebe Frau Hering

Ja, genau, die Fakultät ist inhaltlich mit dem Gutachten einverstanden.

Herzliche Grüsse und ich wünsche Ihnen auch eine schöne Zeit,

Marlen Tschudin

Mehr anzeigen von Stephanie Hering

Marlen Tschudin

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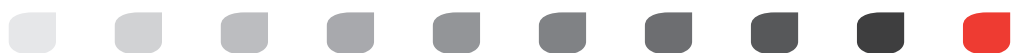
www.vetsuisse.ch



Part E

Statement by the Commission for Medical Professions

22nd of February 2018





CH-3003 Bern, BAG **A-Priority**

Schweizerische Agentur für Akkreditierung
und Qualitätssicherung (aaq)
Effingerstrasse 15
Postfach
3001 Bern

Referenz/Aktenzeichen:
Ihr Zeichen:
Unser Zeichen: Ne
Liebefeld, 22. Februar 2018

Akkreditierung des Studienganges Veterinärmedizin (Vetsuisse-Studiengang)

Sehr geehrte Damen und Herren

Im Namen der Medizinalberufekommission (MEBEKO, Ressort Ausbildung), wird wie folgt Stellung genommen:

1. Rechtsgrundlagen der Akkreditierung:
 - Nach Artikel 12 Absatz 1 Buchstabe b des Bundesgesetzes über die universitären Medizinalberufe (Medizinalberufegesetz, MedBG, SR 811.11) erhalten namentlich diejenigen Personen Zutritt zur eidgenössischen Prüfung einer der universitären Medizinalberufe, die einen nach dem MedBG akkreditierten Studiengang absolviert haben.
 - Die Artikel 23 und 24 MedBG regeln die Akkreditierungspflicht und die Akkreditierungskriterien. Die Studiengänge müssen nach den Anforderungen des Hochschulförderungs- und Koordinationsgesetz (HFKG, SR 414.20) und des MedBG akkreditiert sein. Die anzuwendenden Qualitätsstandards sind entsprechend eine Kombination der Anforderungen dieser beiden gesetzlichen Grundlagen. Das Verfahren richtet sich nach Artikel 32 HFKG. Nach Artikel 19 der Verordnung des Hochschulrates über die Akkreditierung im Hochschulbereich (Akkreditierungsverordnung HFKG, SR 414.205.9) gilt die Akkreditierung für sieben Jahre ab Akkreditierungsentscheid. Der Vetsuisse-Studiengang wurde 2011 akkreditiert, diese Akkreditierung läuft Ende April 2018 aus.
2. Aufgaben und Vorgehen der MEBEKO, Ressort Ausbildung, im Akkreditierungsprozess:
 - Nach Artikel 50 Absatz 1 MedBG kommen der MEBEKO im Bereich der Akkreditierung zwei Aufgaben zu. Sie berät verschiedene Gremien (darunter auch das Akkreditierungsorgan) in

Bundesamt für Gesundheit
Geschäftsstelle MEBEKO, Ressort Ausbildung
Hanspeter Neuhaus
Schwarzenburgstrasse 157, CH-3097 Liebefeld
Postadresse: CH-3003 Bern
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Fragen der Aus- und Weiterbildung (Buchstabe a). Die MEBEKO nimmt zudem Stellung zu Akkreditierungsanträgen im Bereich der Aus- und Weiterbildung (Buchstabe b). Das Ressort Ausbildung der MEBEKO ist für die Akkreditierungsverfahren betreffend Ausbildungsgänge, das Ressort Weiterbildung der MEBEKO ist für diejenigen hinsichtlich Weiterbildungsgänge zuständig. Die Stellungnahme der MEBEKO, Ressort Ausbildung erfolgt nach Erhalt des Berichtsentwurfs des Akkreditierungsorgans, welcher auf der Beurteilung der Selbst- und Fremdevaluation beruht.

- Jeweils zwei Mitglieder der MEBEKO, Ressort Ausbildung, bereiten gestützt auf sämtliche Dokumente der Selbst- und Fremdevaluation (inklusive Expertenvisitation) sowie des Berichtsentwurfs des Akkreditierungsorgans die Diskussionen der Kommission vor. Sie berichten der Kommission schriftlich und mündlich und schlagen ihr eine Stellungnahme vor.

3. Die MEBEKO, Ressort Ausbildung stellt fest, dass das Akkreditierungsverfahren des Vetsuisse-Studiengangs korrekt nach den geltenden Rechtsgrundlagen und Standards durchgeführt worden ist.

4. Stellungnahme der MEBEKO, Ressort Ausbildung bezüglich Akkreditierung Vetsuisse-Studiengang:

Die MEBEKO nimmt den SER und den Expertenbericht AAQ zustimmend zur Kenntnis. Die Beurteilung der Fakultät durch die Experten ist positiv und empfiehlt eine Akkreditierung ohne Auflagen. Zusätzlich wird zur Kenntnis genommen, dass fast gleichzeitig eine Prüfung durch die EAEVE stattgefunden hat - die beiden Verfahren bestmöglich aufeinander abgestimmt. Im Bestreben, den Aufwand für Prüfungen/Akkreditierungen möglichst klein zu halten, sind solche Konstellationen/Kombinationen als sinnvoll zu betrachten.

Freundliche Grüsse

Medizinalberufekommission
Ressort Ausbildung
Die Leiterin



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