

**Besluit strekkende tot het verlenen van accreditatie aan de opleiding wo-bachelor Diergeneeskunde van de Universiteit Utrecht**

	<b>datum</b>	<b>Gegevens</b>	
	31 augustus 2015	Naam instelling	: Universiteit Utrecht
	<b>onderwerp</b>	Naam opleiding	: wo-bachelor Diergeneeskunde (180 EC)
Besluit accreditatie wo-bachelor		Datum aanvraag	: 10 november 2014
Diergeneeskunde van de		Graad opleiding	: Bachelor of Science
Universiteit Utrecht (003421)		Variant opleiding	: voltijd
<b>uw kenmerk</b>		Locatie opleiding	: Utrecht
O&O 14.21215		Datum goedkeuren	
<b>ons kenmerk</b>		panel	: 25 augustus 2014
NVAO/20152258/SL		Datum locatiebezoeken	: 11 september 2014 en 21 t/m 26 september 2014
<b>bijlagen</b>			
	3	Datum visitatierapport	: 2 april 2015
		Instellingstoets kwaliteitszorg	: ja, positief besluit van 12 juli 2012

**Toelichting**

De beoordeling van de opleiding is uitgevoerd door een gecombineerde commissie van deskundigen namens de American Veterinary Medical Association (AVMA), de European Association of Establishments for Veterinary Education (EAEVE) en de NVAO. Onderliggende documentatie voor dit besluit zijn de rapporten van de AVMA, de EAEVE en een additioneel rapport ten aanzien van standaard 3 van het beoordelingskader van de NVAO.

**Beoordelingskader**

Beoordelingskader voor de beperkte opleidingsbeoordeling van de NVAO (Stcrt. 2010, nr 21523).

**Bevindingen**

De NVAO stelt vast dat in de visitatierapporten deugdelijk en kenbaar is gemotiveerd op welke gronden het panel de kwaliteit van de opleiding voldoende heeft bevonden.

Op grond van de bevindingen van het panel (hierna ook: the committee) beoordeelt de NVAO standaard 2 als 'goed'. De NVAO komt tot deze vaststelling op grond van het visitatierapport waar het panel vaststelt dat de innovatieve integratie van kennisverwerving en klinische vaardigheden, gekoppeld aan een excellent onderwijsprogramma met

Pagina 2 van 6 uitstekende faciliteiten zorgt voor een uitdagende leeromgeving. De NVAO concludeert dat de opleiding op deze standaard dus systematisch boven de gangbare basiskwaliteit uit steekt.

### **Advies van het visitatiepanel**

Samenvatting bevindingen en overwegingen van het panel.

#### **Standard 1: Intended learning outcomes**

The learning outcomes of the bachelor programme in Veterinary Medicine are based upon the seven domains of the integrative competency framework for veterinary professionals: Veterinary Expertise; Communication; Collaboration; Entrepreneurship; Health and Welfare; Scholarship and; Personal Development. These seven competency domains and adjacent eighteen competencies are in accordance with the overall objectives of the bachelor phase (the mission of the programme). The Royal Veterinary Association of The Netherlands (Koninklijke Nederlandse Maatschappij voor Diergeneeskunde, KNMvD) has adopted the VetPro competency framework for life long learning and quality assurance purposes.

The committee concludes that the FVM has a well-developed mission statement and that the Faculty works collaboratively to follow the major goals and objectives in its mission statement. The major goals and objectives of the bachelor programme are well defined and address the details of the education of a bachelor in Veterinary Medicine, trained through high quality evidence based education, using high quality clinical services (veterinary hospital, 24h emergency service, experimental farm and several external accredited structures). Students are also trained in the field of animal welfare and responsible animal care, public health and respect for the environment

The committee assesses standard 1 as satisfactory.

#### **Standard 2: teaching-learning environment**

The bachelor program aims at providing a cross-species understanding of healthy and diseased animals that are relevant for the veterinary profession. Theoretical knowledge, in-depth insight and understanding, and relevant academic, practical and communication skills are taught in sequentially scheduled courses ('Blocks') and additional longitudinal courses ('Lines').

The bachelor programme starts in the first year with establishing a general basis: a building plan, which deals with molecular, cellular, tissue and organism levels and devotes attention to the population level. Subsequently, this provides the foundation for interdisciplinary thematic courses incorporating healthy and diseased issues in the final part of the first academic year and in years 2 and 3 of the Bachelor's phase. During the Bachelor's phase attention is paid to the development of relevant competencies as described in the VetPro-framework, in explicit courses or in a more integrated way as part of block-based and longitudinal courses. Students are individually supervised during their personal and professional development by a tutor.

Overall, the committee was very laudable about the way the curriculum provides an innovative integration of basic and clinical sciences. It was impressed by the exceptional oversight of the curriculum as a whole. Furthermore, the committee is of the opinion that the extramural studies program is carefully monitored and augments the clinical experiences obtained at the College. The committee concludes that hands-on clinical

Pagina 3 van 6 education is interspersed throughout both the bachelor and the master programme, but concentrated in the Master's program. The total amount of hands-on clinical training exceeds a calendar year (in both programmes).

The committee saw many examples of excellent teaching, meaning a process where there is productive and intensive interaction between teachers at different levels and students and including an array of different didactic methods. But it also includes an environment where it is obvious that there is mutual respect for each other at all levels from first year students to senior professors.

The committee concludes that the facilities for both teaching and research animals were excellent on both the main campus as well as the off-site clinical facilities run by the faculty.

The committee assesses standard 2 as satisfactory.

#### Standard 3: Testing and achieved learning outcomes

The committee appreciates the mixture of assessment methods used in the programme. It is clear that the assessments are carefully designed to evaluate specific types of intended learning outcomes and that the programme management is continuously looking for improvements in designing the assessment method and grading system. Overall, the committee is of the opinion that the programme uses assessment methods that fit well with contemporary design guidelines for longitudinal assessment of students.

Prior to the site visit, the committee members studied two different final products of the bachelor longitudinal course 'Integrating diagnostics and problem-oriented reasoning'. This concerned written exams of five students and the results of the 'Objective structured clinical examination' of five other students. The committee concludes that the students achieved the required knowledge and skills in order to solve clinical problems at a level that suits a bachelor graduate.

The committee members assessed five bachelor theses from recent graduates. It noted that the quality of the theses was adequate and acceptable, but that the academic content was not consistently of a high level. The committee recommends giving priority to measures that have already been initiated to improve the academic skills of the students. In addition, it recommends marking the contents of the thesis by two staff members and changing the procedure in such a way that the assessment of the academic performance (competency domain: scholarship/contents of thesis) cannot be compensated by the assessment of the practical work or process (competency domains: communication, collaboration).

Overall, the committee concludes that the achieved learning outcomes, as exemplified in studied final products, sufficiently correspond with the intended learning outcomes of the programme and that assessment criteria are sufficiently valid and transparent.

The committee assesses standard 3 as satisfactory.

De NVAO onderschrijft de aanbevelingen van het panel, in het bijzonder de aanbeveling om de beoordeling van de eindwerken altijd door twee beoordelaars te laten plaatsvinden.

### **Besluit**

Ingevolge het bepaalde in artikel 5a.10, derde lid, van de WHW heeft de NVAO het college van bestuur van de Universiteit Utrecht te Utrecht in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 13 juli 2015 naar voren te brengen. Bij e-mail van 23 juli 2015 heeft de instelling gereageerd op het voornemen tot besluit. Dit heeft geleid tot enkele aanpassingen in het besluit.

De NVAO besluit accreditatie te verlenen aan de wo-bachelor Diergeneeskunde (180 EC; variant: voltijd; locatie: Utrecht) van de Universiteit Utrecht te Utrecht. De NVAO beoordeelt de kwaliteit van de opleiding als voldoende.

Dit besluit treedt in werking op 31 augustus 2015 en is van kracht tot en met 30 augustus 2021.

Den Haag, 31 augustus 2015

De NVAO  
Voor deze:

A handwritten signature in blue ink, appearing to read 'A.H. Fierman', is written over the printed name and title.

A.H. Fierman  
Voorzitter

R.P. Zevenbergen  
(bestuurder)

Tegen dit besluit kan op grond van het bepaalde in de Algemene wet bestuursrecht door een belanghebbende bezwaar worden gemaakt bij de NVAO. De termijn voor het indienen van bezwaar bedraagt zes weken.

<b>Standaard</b>	<b>Formulering Standaard</b>	<b>Beoordeling door het panel</b>	<b>Beoordeling door de NVAO</b>
<b>1. Beoogde eindkwalificaties</b>	De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen	<b>Voldoende</b>	<b>Voldoende</b>
<b>2. Onderwijsleeromgeving</b>	Het programma, het personeel en de opleidingsspecifieke voorzieningen maken het voor de instromende studenten mogelijk de beoogde eindkwalificaties te realiseren	<b>Voldoende</b>	<b>Goed</b>
<b>3. Toetsing en gerealiseerde eindkwalificaties</b>	De opleiding beschikt over een adequaat systeem van toetsing en toont aan dat de beoogde eindkwalificaties worden gerealiseerd	<b>Voldoende</b>	<b>Voldoende</b>
<b>Eindoordeel</b>		<b>Voldoende</b>	<b>Voldoende</b>

De standaarden krijgen het oordeel onvoldoende, voldoende, goed of excellent. Het eindoordeel over de opleiding als geheel wordt op dezelfde schaal gegeven.

American Veterinary Medical Association (AVMA) en European Association of Establishments for Veterinary Education (EAEVE):

- Prof. dr. S. Allen (voorzitter), Dean College of Veterinary Medicine, University of Georgia
- Athens, US. professor Small Animal Surgery
- Prof. dr. K. Hoblet (lid), Dean College of Veterinary Medicine. Mississippi State University; professor Dairy Production Medicine, Population Medicine
- Prof. dr. P. Fretz (lid), Professor Emeritus Large Animal Clinical Sciences University of Saskatoon, Canada,
- Dr. J. R. Scamahorn (lid), Small Animal Clinician at the Greencastle Veterinary Clinic, Greencastle Indiana.
- Prof. P. Duffus (lid), Emeritus Professor Veterinary Public Health, University of Bristol, Former Head of the Veterinary School Bristol
- Prof. H. H. Dietz (lid), Head of Dept. of Large Animal Sciences, University of Copenhagen, Former Dean of the Faculty of Veterinary Medicine of Copenhagen
- Dr. K. Brandt (lid), Director Division Education and Research AVMA; AVMA staff consultant
- Prof. G. Re (lid), Director Department of Veterinary Science, and expert in Quality Management, University of Turin
- M. Berg (student-lid) student Diergeneeskunde Universiteit Kopenhagen

NVAO:

- Prof. R. Zadoks, Professor of Molecular Epidemiology, Institute for Biodiversity, Animal Health and Comparative Medicine; College of Medical, Veterinary and Life Sciences, University of Glasgow.
- Prof. Dr. D.H.J.M. Dolmans, professor in innovative learning arrangements, Maastricht University.

Het panel werd ondersteund door drs. E. Poort, secretaris (gecertificeerd).