

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

	Gegevens	
datum	31 augustus 2015	Naam instelling : Universiteit Utrecht
onderwerp	Besluit accreditatie wo-master Diergeneeskunde van de Universiteit Utrecht (003422)	Naam opleiding : wo-master Diergeneeskunde (180 EC)
uw kenmerk	O&O 14.21215	Datum aanvraag : 10 november 2014
ons kenmerk	NVAO/20152175/SL	Graad opleiding : Master of Science
bijlagen	3	Variant opleiding : voltijd
		Tracks/specialisaties : Companion Animal Medicine (CAM), Farm Animal and Veterinary Public Health (FA/VHP), Equine Medicine (EM)
		Locatie opleiding : Utrecht
		Datum goedkeuren panel : 25 augustus 2014
		Datum locatiebezoeken : 11 september 2014 en 21 t/m 26 september 2014
		Datum visitatierapporten : 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.

Samenvatting bevindingen en overwegingen van het panel (hierna ook: the committee).

Standard 1: Intended learning outcomes

The learning outcomes of the master 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 master programme are well defined and address the details of the education of a Doctor 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 master program consists of one uniform curriculum in which all students participate in one uniform program, and three different tracks, namely (1) Companion Animal Medicine (CAM), (2) Farm Animal and Veterinary Public Health (FA/VHP), or (3) Equine Medicine (EM). The minors 'Governance and Policy', 'Research' and 'One Health' may be chosen by all students. The minor 'In Depth Clinical Training' may only be chosen by students from the corresponding tracks. To provide students with applied knowledge, understanding and skills in the non-track species, basic rotations focused on these 'non-track species' are provided in the master program.

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 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).

Pagina 3 van 6 The committee concluded that some tracks lack specific expertise or basics. For example, all students will have surgical experiences in cattle, but food animal and equine track students may graduate without actively participating in a small animal surgery on a live animal. Another example: students on the companion animal track gain experience in companion animal preventive health care on extramural, private practice rotations that are overseen by the College and the experiences are documented. It does not appear that equine and food animal track students have preventative health care experiences in companion animals. The committee recommends the programme to repair these deficiencies in the mentioned tracks.

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.

The committee studied the content of e-PASS and the assessment forms of seven master students who graduated in the last two years. It is of the opinion that the broad range of feedback instruments clearly demonstrates that students achieved the intended learning outcomes regarding the seven required competency domains. The committee was impressed by the careful assessment procedure used during the two summative evaluation moments.

The committee read and assessed eight reports of the master research projects. They agreed that the quality of the majority of the research reports was adequate, but concluded that the academic quality of some reports was not of a high level. Some reports were of a descriptive nature and did not contain a clearly defined research question or thorough use of relevant scientific literature. As with the bachelor thesis, they recommend marking of the contents of the thesis by two staff members. In addition, it recommends more support for students in delineation of their research question, e.g. through more focused evaluation of the research proposals. Currently, assessment of research projects by supervisors and examiners is based on amalgamation of evaluations for project conduct (e.g. communication, time management) and project write up. Considering that competency domains need to be judged separately and that strong performance in one competency domain should not be used to compensate for weaker performance in a different competency domain, the committee would like to recommend

Pagina 4 van 6 that the option of separate evaluations for difference competency domains contributing to the research project (e.g. communication, scholarship) be considered.

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

The committee assesses standard 3 as satisfactory.

Aanbevelingen

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-master Diergeneeskunde (180 EC; variant: voltijd; locatie: Utrecht) van de Universiteit Utrecht te Utrecht. De NVAO beoordeelt de kwaliteit van de opleiding als voldoende. De opleiding kent de volgende Tracks/specialisaties: Companion Animal Medicine (CAM), Farm Animal and Veterinary Public Health (FA/VHP), Equine Medicine (EM).

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.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.

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

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), Emiritus 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).