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**Master Diergeneeskunde
(Veterinary Medicine)
Utrecht University**

*Report of the limited programme assessment
19 and 20 May 2021*

Utrecht, The Netherlands
July 2021
www.AeQui.nl
Assessment Agency for Higher Education

Colophon

Programme

Utrecht University
Master Diergeneeskunde (Veterinary Medicine)
Location: Utrecht
Mode of study: fulltime
Croho: 66570
Result of institutional assessment: positive

Assessment committee

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prof. dr. K.E. (Kerstin) Müller, domain expert
dr. H.A.T. (Heleen) Miedema, domain expert
prof. dr. F. (Fedde) Scheele, domain expert
DVM E. (Esben) Østergaard Eriksen, student member
Linda van der Grijspaarde, secretary

The Assessment committee was presented to the NVAO for approval.

The assessment was conducted under responsibility of
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Summary

On 19 and 20 May 2021 an assessment committee of AeQui visited the Master programme Diergeneeskunde (Veterinary Medicine) at Utrecht University online. The committee judges that the programme meets each standard; the overall quality of the programme **meets the standard**.

Intended learning outcomes

The programme has a clear profile aiming to prepare students to become fully qualified veterinarians, with a differentiation in the health of either farm animals, companion animals or equines. The programme has translated its profile into nine intended learning outcomes that are elaborated in criteria per outcome. According to the committee, these intended learning outcomes and criteria are well described in terms of level and orientation and are in line with the domain-specific (international) requirements for veterinary medicine. The assessment committee assesses that the intended learning outcomes **meet the standard**.

Teaching-learning environment

The full-time Master's programme of 180 EC runs in Dutch. The programme consists of a major and a space for profiling. In the major, the students choose an animal-specific programme: Farm Animal Health & Veterinary Public Health, Companion Animal Health or Equine Health. The committee feels the curriculum is designed in a conducive manner to the achievement of the intended learning outcomes. In a redesign of the curriculum that will be implemented in the coming years, the Faculty will adequately address issues as more opportunities for individualising the study programme, increase of the education offered in primary care, and more focus in the skills labs on the basic surgeries that students will actually be going to perform in practice. The staff is qualified, enthusiastic and very supportive for the students. The accommodations are sufficient for the realisation of the curriculum. Students have access to state-of-the-art facilities for veterinary medicine. The programme has an active mentoring and guidance system for students in place. The assessment committee assesses that the teaching-learning environment **meets the standard**.

Student assessment

In several courses a written assessment is carried out with multiple choice, open questions, matching questions, and/or questions with sound or film fragments. In addition, for the clinical parts of the programme programmatic assessment is in use. With the programmatic approach the assessment focusses on the longitudinal development of students in becoming a qualified veterinary professional; students receive much feedback and are put in position to actively take control of their learning. According to the committee, the programme has an adequate, innovative assessment system. The student assessments assess the students' knowledge and practical skills at Master's level. The assessments are valid, reliable and sufficiently independent. The requirements are transparent to the students. The quality of the assessments is sufficiently safeguarded and meets the quality standards. The tests support the students' own learning processes. The assessment committee assesses that the student assessment **meets the standard**.

Achieved learning outcomes

The final products of the Master's programme are the student's portfolio resulting from their basic clinical rotations and the differentiated major, and the thesis resulting from the Research Project. Partly based on the assessment of fifteen recent theses of the programme, the committee establishes the students reach a sufficient level of achievement and are well prepared for entering the field of veterinary medicine. The assessment committee assesses that the achieved learning outcomes **meets the standard**.

Recommendations

In order to bring the programme to an even higher level of quality in the future, the committee issues the following recommendations:

- Formalise the contacts with the stakeholder industry in, for example, formation of an advisory board, so the Faculty can discuss issues such as the topicality of the intended learning outcomes, the relevance to societal needs and the connection of the programme to the veterinary professional field.
- In the redesign of the programme, consider more focus on self-steering competences based on self-esteem and awareness of the student's problem-solving strategies. In addition, consider offering an internship at the beginning of the programme, as a formative moment for students to know how they perform in first line tasks.
- Conduct periodic evaluations among all graduated Master students.
- Seek more consultation with supervisors in the veterinary practice, as they sometimes receive too little feedback on how they deal with the students.

All standards of the NVAO assessment framework (2018) are assessed positively; the assessment committee therefore awards a positive recommendation for the accreditation of the programme.

On behalf of the entire assessment committee,
Utrecht, July 2021

Chair
prof. dr. D.J. (David) Argyle

Secretary
drs. L. (Linda) van der Grijsparde

Introduction

This report describes the limited programme assessment of the Master's programme in Veterinary Medicine (Diergeneeskunde) offered by Utrecht University. The programme is a three-year full-time Master's programme, amounting to 180 EC.

The institute

Utrecht University boasts seven faculties and three teaching institutes. The university has about 30.000 students and 6.700 staff members.

The Faculty of Veterinary Medicine is one of the seven Faculties. It is the only institution in the Netherlands that offers an academic degree in Veterinary Medicine. The Faculty is organised in a matrix structure wherein the three research departments (Biomolecular Health Sciences, Clinical Sciences and Population Health Sciences) represent the vertical lines and education as well as the research themes form the horizontal lines.

The programme

The programme is a three-year full-time Master's programme, amounting to 180 EC.

After completion of the programme, students obtain a Master's degree in Veterinary Medicine making it possible to apply for license as a veterinary practitioner. However, upon entering the Master's programme, students have a choice to differentiate in one of three distinct animal-specific programmes: Farm Animal Health & Veterinary Public Health, Companion Animal Health, Equine Health.

The Master's programme is taught by the staff of the three departments Biomolecular Health Sciences, Population Health Sciences and Clinical Sciences, with special roles for the last two departments, which play a great part in the students' clinical rotations. Clinical rotations make up more than half the credits of the programme.

The Master's programme is also accredited by the European Association of Establishments for

Veterinary Education (EAEVE), the American and Canadian Veterinary Medical Associations (AVMA and CVMA). These last two accreditations enable graduates to practice in the USA and Canada (after completing the NAVLE), Australia, and New Zealand as well as in the EU.

The assessment

Utrecht University assigned AeQui to perform a quality assessment of its Master's programme in Veterinary Medicine. In close co-operation with the programme management, AeQui convened an independent and competent assessment committee. A preparatory meeting with representatives of the programme was held to exchange information and plan the date and programme of the site-visit.

In the run-up to the site visit, the assessment committee has studied the self-evaluation report on the programme and reviewed a sample of student work. The findings were input for discussions during the site visit.

The online site visit was carried out on 19 and 20 May according to the programme presented in attachment 2. The Bachelor's programme and the Master's programme in Veterinary Medicine are both assessed in this visit.

The committee has assessed the programme in an independent manner. At the end of the visit, the chair of the assessment committee presented the initial findings of the committee to representatives of the programme and the institution.

In this document, the committee is reporting on its findings, considerations and conclusions

according to the 2018 NVAO framework for limited programme assessment. A draft version of the report was sent to the programme

management; its reactions have led to this final version of the report.

1. Intended learning outcomes

The assessment committee assesses that the intended learning outcomes **meet the standard**. The programme has a clear profile aiming to prepare students to become fully qualified veterinarians, with a differentiation in the health of either farm animals, companion animals or equines. The programme has translated its profile into nine intended learning outcomes that are elaborated in several criteria per outcome. These intended learning outcomes and criteria are well described in terms of level and orientation and are in line with the domain-specific (international) requirements for veterinary medicine. The contacts with the professional field could be formalised in an advisory board or similar committee with members of the stakeholder industry.

Findings

The aim of the Master's programme is to prepare students to become fully qualified veterinarians with a differentiation in the health of either farm animals, companion animals or equine. Additionally, graduates are also qualified to work in the wider field of the biomedical sciences. Practicing as a veterinarian is governed by (international) laws and regulations. Because the Master's programme results in the authority to practice as a veterinarian, the Master's programme takes these laws and regulations into consideration within the programme.

The programme leads to a Master of Science degree. Due to the AVMA accreditation of the programme students may also use the title Doctor of Veterinary Medicine (DVM) where applicable.

The aim of the programme is reflected in the intended learning outcomes. They are formulated on the basis of the competence framework of the American Association of Veterinary Medical Colleges and the framework of the Veterinary Professional (VetPro) developed within Utrecht University. They comply with the guidelines set by the European Association of Establishments for Veterinary Education, the European Coordination Committee for Veterinary Training, the American Veterinary Medical Association and the Royal College of Veterinary Surgeons.

In 2018 the learning outcomes are fine-tuned. The nine revised ones are less detailed, leaving the programme more flexibility to adapt to developments in research and education.

The intended learning outcomes are as follows:

1. Clinical reasoning and decision-making: The graduate demonstrates critical thinking and problem solving to arrive at evidence-based decisions that considers animal and client needs, available resources, and social and societal context.
2. Individual animal care and management: The graduate has relevant knowledge and expertise to perform preventive, diagnostic, medical and surgical procedures for the health, welfare and treatment of animals, appropriate to the context and life stage of the animal.
3. Animal population care and management: The graduate designs and implements programs to improve the health, welfare and productivity of animal populations.
4. Veterinary public health/one health: The graduate responds to issues at the interface of animals, humans, and the environment, utilizing a global perspective and sensitivity to local cultures.
5. Communication: The graduate communicates effectively with diverse clients, colleagues, other relevant stakeholders and the public to promote animal, human and environmental health and well-being.

6. Collaboration: The graduate collaborates with colleagues, other health care professionals, clients and other stakeholders, shows leadership and acts as an interprofessional team member.
7. Professionalism and professional identity: The graduate is self-reflective, seeks personal and professional development and is aware of their personal well-being and societal responsibilities.
8. Entrepreneurship, financial and practice management: The graduate utilizes business acumen to manage professional and personal decisions, complies with legal and regulatory requirements and ensures safety of the workplace.
9. Scholarship: The graduate demonstrates the systematic identification, evaluation, integration and adaptation of evidence and experience to formulate questions and solutions, and to educate others.

The nine intended learning outcomes are elaborated in three to seven criteria per outcome. They show a focus on specialist veterinary knowledge indicates Master's level, as well as a focus on preparation for the field of employment.

Considerations

The committee established that the profile of the programme is translated into nine intended

learning outcomes, elaborated in criteria. According to the committee, these intended learning outcomes and criteria are well described in terms of level and orientation and are in line with the domain-specific (international) requirements and legislation for veterinary medicine. By aligning the learning outcomes with VetPro, they represent the consensus of the Dutch veterinarians view on the field. Because the learning outcomes can appear abstract, the committee welcomes the intention of the programme to formulate professional activities (EPAs) as a derivative of the learning outcomes.

The committee notes that the Bachelor's and Master's programme together have many contacts with the professional field. The committee recommends that these contacts with the stakeholder industry be formalised in, for example, an advisory board. In such a board, the Faculty can discuss issues such as the topicality of the intended learning outcomes and the relevance to societal needs.

Based on the interviews and examination of the underlying documentation, the assessment committee establishes that the intended learning outcomes **meet the standard**.

2. Teaching-learning environment

The assessment committee assesses that the teaching learning environment **meets the standard**. The curriculum is designed in a conducive manner to the achievement of the intended learning outcomes. The three differentiations, together with the uniform part and the profiling part, function well in preparing students to become fully qualified veterinarians with a differentiation in the health of farm animals, companion animals or equine. In a redesign of the curriculum, the Faculty addresses issues adequately as more opportunities for students to individualise their study programme and follow courses outside the Faculty or university, increasing the education offered in primary care, and giving more attention in the skills labs to basic surgeries that students will perform in practice. It might help to have an internship at the beginning of the Masters, as a formative moment for students to know how they perform in first line tasks. The curriculum ties in with the qualifications of the incoming students. The staff is qualified, enthusiastic and very supportive for the students. The accommodations are sufficient for the realisation of the curriculum. Students have access to state-of-the-art facilities for veterinary medicine. The programme has an active mentoring and guidance system for students in place.

Findings

Contents

The full-time Master's programme spans three years (180 EC) and consists of a major and a space for profiling. The major has a uniform part that all students in the programme follow and a part that is differentiated according to the animal-specific programme chosen by the student. They may choose one of the following three programmes:

- Farm Animal Health & Veterinary Public Health (uniform part + differentiated part: 121,5 EC);
- Companion Animal Health (uniform part + differentiated part: 121,5 EC);
- Equine Health (uniform part + differentiated part: 124,5 EC).

In recent years, approx. half of the students chose the Companion Animal Health programme and approx. one third opted for Farm Animal Health and Veterinary Public Health. The remainder chose the Equine Health programme.

The uniform part of the major consists of three courses and the basic clinical rotations. The differentiated part of the major consists of clinical rotations in the animal-specific programme chosen and of extramural studies.

The profiling part exists of a track (25,5 EC for Farm Animal Health & Veterinary Public Health and Companion Animal Health, 22,5 EC for Equine Health), elective courses (15 EC) and a research project (18 EC).

Electives and the topic of the research project may be chosen freely, in so far as it fits into the research portfolio of the Faculty and a supervisor is available. The track may be chosen from a list of five:

- Clinical specialism - 'in depth' (specialisation within the chosen animal-specific programme)
- Research
- Administration & Policy
- One Health
- Animal Welfare Management

The Clinical specialism - 'in depth' track is chosen by the majority of the students, although in the last five years an increasing number of students has opted for one of the non-clinical tracks. Elective courses may be chosen from the Veterinary Medicine programme or other programmes.

In academic year 2019-2020, the Faculty has started to examine ways to improve the Master's programme, which is set to start in academic year 2022-2023. The revised programme will have more opportunities for students to individualise their study programme and follow courses outside the Faculty or University. According to the Critical self-reflection, in this way students can prepare for the field of Veterinary Medicine in all its diversity and not only for the classical veterinary practice. The programme will also be more flexible to be easily adaptable to developments in society and in Veterinary Medicine.

Didactic approach

In the Master's programme, the following educational methods are applied:

- coursework, i.e. thematic course,
- programme components in which a Master-apprentice approach is used, i.e. the clinical rotation, but also extramural studies and the research project, and
- tutoring, in which the students' progress, well-being and plans are discussed and reflected on.

Students create a personal electronic portfolio to register feedback given by lecturers on the different competencies during clinical rotations. Students discuss their portfolio with their tutor at key moments in their programme.

Tutoring plays an important role in the Master's programme. Students may keep the tutor they had in the Bachelor's or opt for a new one, for instance depending on their chosen animal-specific programme. Student and tutor meet at least twice in the course of their Master's. Depending on the chosen track the number of meetings increases to six. The portfolio, the well-being and the future career of the student are discussed twice a year. In the meetings, students reflect on their progress and formulate their own study goals, which they note in their personal development plan.

In the Student Chapter, students show their appreciation for the didactic approach: 'Because of the different forms of education you study the material in different ways. During the Master, theoretical education is mainly given in the form of small group tutorials. These tutorials provide students with a more in-depth insight in the material, which is a good addition because there is not always time for discussion during practical education.'

According to the Critical Self-evaluation, even though the study load may at times be high, especially during shifts in their clinical rotations, almost all students who start the programme finish it within a reasonable time period. In the Student Chapter, students ask for a 'recalculation of the study load hours including all aspects of the Master'.

Recent developments

In 2020 the programme was offered online for a larger part. In the Master's programme, a lot of teaching normally takes place in the clinics. During the start of the COVID-19 restrictions, the Emergency care unit was open while the remaining parts were closed. After the first period the whole clinic was opened again. Students' obligations to fulfil clinical rotations were temporarily postponed. However, they were given the opportunity to voluntarily do clinical rotations to help offer emergency care. If they did so, they received the usual monitoring and credits.

The quality of the learning environment as well as the well-being of students was monitored. The University monitored programmes intuition wide: after each education period, questionnaires were distributed to all students and results were evaluated both by the vice-deans as by the Programme Committee. On the Faculty level, regular evaluations have continued to take place as much as possible. Additionally, the directors have organized regular online meetings for all students. Here, students could air their concerns, share ideas and receive moral support as a group.

Student counsellors have created extra opportunities for students with urgent needs to meet personally on campus. Both the University and the Faculty have created online information sessions, training and workshops for students' well-being.

Incoming students

Similar to the Bachelor's programme, the influx in the Master's programme is limited to 225 students per year. The Faculty has developed a preMaster programme for students from the Bachelor's programme in Animal Sciences at Wageningen University & Research who are interested in entering the Master's animal-specific differentiation Farm Animal Health & Veterinary Public Health. In offering this opportunity as a minor to new groups of students, the Faculty wishes to increase student diversity.

Staff

The student staff-ratio is approx. 1:10. According to the Critical self-reflection, this enables the students to learn in small groups in a setting that resembles the context of a practicing veterinarian closely. The greater part of their lecturers are veterinarians, many of them specialists in their field or training to become a specialist.

Assistant professors, associate professors and full professors have to obtain a University teaching qualification and may pursue a Senior teaching qualification. For continuing education in lecturing, Utrecht University's Centre of Academic Teaching offers courses and training programmes lecturers can follow to raise their teaching skills. The centre also offers a one-year course on 'academic leadership in education', which several senior Faculty staff members have taken.

Language and international focus

The programme runs in Dutch. This means that lectures, tutorials and rotations take place in a Dutch environment. However, according to the Critical self-reflection, because the programme is

preparing for an international labour market, the programme is internationally oriented. On course level, international standard works are used. The Faculty has many teaching mobility agreements in place with sister veterinary schools in and outside the European Economic Area. The (revised) programme will offer courses or components taught in English. Examples are the Research project resulting in the thesis and certain electives and rotations. With offering these courses the Faculty hopes to receive students from foreign universities, increasing its population's diversity and the students experience.

Infrastructure

The Faculty uses seven buildings on Utrecht Science Park, some of which house facilities and equipment that are suited to the specific needs of Veterinary Medicine. The Faculty features two clinics: the companion animal clinic and the equine clinic. Both are open 24 hours a day, seven days a week and function as the emergency healthcare facilities of the Utrecht region. Students can gain farm animal clinic experience at a similar level in the University farm animal clinic in Harmelen. Additionally, farm De Tolakker, an organically operated dairy farm, is located on campus also for educational purposes.

To practice the skills that are taught in coursework, the Faculty offers skills labs in which students can practise. They are supervised by lecturers, technicians and specially trained teaching assistants. The aim of skills labs is to offer a safe learning environment where students can practise their skills safely until they feel ready to practise on live animals, but also to reduce the number of experimental animals.

Considerations

The committee has established that the contents of the curriculum enable students to achieve the intended learning outcomes. The three differentiations (Farm Animal Health, Companion Animal Health, Equine Health) together with the uniform part and the profiling part, function well

in preparing students to become fully qualified veterinarians with a differentiation in one of the three differentiations. The committee welcomes the revision of the programme, which will result in more opportunities for students to individualise their study programme and follow courses outside the Faculty or University. The committee is positive about increasing the education offered in primary care, as this is on the limited side in the current curriculum. The committee encourages the Faculty to prioritize the teaching of basic surgical procedures that students are actually going to perform in practice. The committee suggests to consider more focus on building confidence and ability to self-care of students. In addition, the committee thinks it would help to have an internship at the beginning of the programme, as a formative moment for students to know how they perform in first line tasks.

The committee feels the teaching-learning concept of the programme is supportive for the learning process of the students. The educational formats are adequate. Students spend a great part of their time in one of the state-of-the-art clinics working alongside experienced veterinarians and receive constant feedback aimed at improving their knowledge and skills. The teaching methods used by the programme are well appreciated by students. According to the committee, the perceived high workload by students remains an important focus of attention.

The committee welcomes that the Faculty takes the lessons learned in the past year to the renewal of the programme. For example, the committee appreciates the intention to increase the visits to farms and go with less students, which led to a higher quality of the learning experience.

The assessment committee observes that the staff team is qualified for the realisation of the

curriculum in terms of content and educational expertise. A strong feature of the programme is the staff-student ratio and the intensive, personal contact between staff and students which stimulates collaboration and provides ample opportunities for feedback between students and staff. The committee advises the Faculty to seek more dialogue with the supervisors in the veterinary practice. They sometimes lack feedback on the way they deal with the students.

The infrastructure, such as accommodation and material facilities, are very adequate for the realisation of the curriculum. Students have access to state-of-the-art veterinary facilities. The committee is positive about the reduction of using laboratory animals in education.

The tutoring of and provision of information to students are conducive to study progress and tie in with the needs of the students. The programme has an active mentoring and guidance system, that is a continuation of the system in the Bachelor's programme.

According to the committee, the Faculty has responded adequately to the limitations in the past year due to the COVID-19 restrictions and has applied suitable alternative forms of education, including online lectures.

Based on the interviews and examination of the underlying documentation, the assessment committee establishes that the programme **meets this standard.**

3. Student assessment

The assessment committee assesses that the student assessment **meets the standard**. The programme has an adequate assessment system. The student assessments assess the students' knowledge and practical skills at Master's level. The assessments are valid, reliable and sufficiently independent. The requirements are transparent to the students. In the programme, innovative assessment methods are used, such as the programmatic assessment. With the programmatic approach the assessment focusses on the longitudinal development of students in becoming a qualified veterinary professional. The quality of the assessments is sufficiently safeguarded and meets the quality standards.

Findings

Assessment system

In order to assess the acquired knowledge and the application of it, a final written assessment is carried out in several courses. Various types of questions are used, depending on the learning objectives: multiple choice, open questions, matchings questions, and questions with sound or film fragments. Currently, a progress test is developed that potentially could be implemented from September 2022 onwards.

In 2010 programmatic assessment, integrating learning and evaluation, was implemented for the clinical parts of the programme. It is used to assess the application of knowledge, skills and understanding in a context relevant, clinical setting. Students keep record of their learning process in an electronic portfolio. For students opting for the clinical track, programmatic assessment contributes approx. 70% of all assessment in the Master's programme. According to the Critical self-reflection, the scoring system provides the student with (peer) feedback on the learning process and simultaneously allows students to make well-founded decisions about their learning activities. Because of its longitudinal character, students are supported in the process of developing meaningful competencies required for graduation.

Within the approach of programmatic assessment, different assessment methods are used to test the students during clinical work and subsequently provide them with feedback. Examples are the clinical tests that students take in their clinical rotations: clinical practice reviews, clinical evaluation exercises, multisource feedback rounds, evidence-based case reports and narrative reviews. Students receive feedback from students, teachers (intramural, as well as extra mural), clients, and staff. They work closely together in peer-to-peer learning groups, both mandatory and voluntary. Students receive coaching from their tutor twice a year. During these student-tutor meeting progress is discussed, and concrete actions are formulated for the upcoming period. The students actively seek the various forms of feedback on all seven competency domains and collect this in their portfolio.

A portfolio assessment committee conducts a summative evaluation of students' portfolios twice during the Master's programme to judge if sufficient progress towards graduation has been made. If the student opts for the clinical track, the portfolio is evaluated six times.

Quality assurance of the assessment

The Faculty Assessment Policy was updated in 2018 and complies with the Utrecht University Education Guidelines and the programme's Education and Examination Regulations (OER). In the policy is described how assessments should

support the learning process of the students and offers guidance to course coordinators on how to organize assessments. It has been formulated at programme as well as course level.

The Board of Examiners of the Master's programme formally assures the quality of assessment and examination of the programme to ensure that all graduates have attained the intended learning outcomes. It does so by determining assessment guidelines within the framework of the programmes Education and Examination Regulations (OER). The Board is made up of senior staff members, is independent of the programme and reports to the dean on its activities annually. The Board of Examiners also determines if students have fulfilled the requirements of the programme and in this event awards the degree certificate.

The Board of Examiners has mandated an Assessment Committee Veterinary Medicine to monitor the quality of assessments using a three-year review cycle. They review all applied assessments on alignment with intended learning outcomes, validity, reliability, transparency, and learning impact. The committee reports on its work to the Board of Examiners and the programme's director of education.

Recent developments

In 2020 the programme was offered online for a larger part. As many assessment methods as possible were switched to online methods. Assessment procedures were adjusted in such a way that they ensured that committing fraud was difficult, for instance by varying the sequence of questions. As soon as it was allowed it was decided for the Master that all written examinations should be held on campus again.

Extramural internships were adjusted and the number of weeks were halved. All students nearing the completion of their studies were given replacement assignments by the director of education, in consultation with the Board of Examiners, to ensure they would meet the final

requirements. A maximum of replacing eight weeks of clinical rotations was set to ensure this. It became clear to the Faculty that an individual, tailor-made approach for each student was required to achieve this. Students were for instance given substitute assignments, with a focus on communication with lay people. Upon reopening of the clinics, practical teaching in the Master's could recommence. This meant that students could continue their programmes.

The largest part of assessment is by personal feedback students collect for their portfolio. During the first weeks this was harder to obtain, but as students receive much and varied feedback in the course of their three years of studies, the overall quality of feedback in the portfolio remained satisfactory, according to the Faculty.

Considerations

The committee has established that the Master's programme has an adequate assessment system and assessment procedures. The assessment procedures are sufficiently implemented in the programme. Multiple assessment types are used in the programme and these are aligned with the learning outcomes.

The committee is positive about the use of innovative assessment methods, such as the programmatic assessment. With the programmatic approach the assessment focusses on the longitudinal development of students in becoming a qualified veterinary professional; students receive much feedback and are put in position to actively take control of their learning. However, it is very labour intensive, especially in a clinic setting. The committee welcomes the exploration of the Faculty to a more flexible and leaner version of programmatic assessment that suits daily practice within the clinics better and will be less labour intensive.

According to the committee, the Faculty has responded adequately to the limitations in the past year due to the COVID-19 restrictions and

has applied suitable alternative forms of testing, including online assessments.

The assessment policies are transparent, comprehensive and up to date. The Board of Examiners and the Assessment Committee perform thoroughly and pro-actively its tasks to control the quality of the exams, the assessment procedures and graduation research projects. The

Board shows good knowledge of the programme and its assessment.

Based on the interviews and examination of the underlying documentation, the assessment committee establishes that the programme **meets this standard.**

4. Achieved learning outcomes

The assessment committee assesses that the achieved learning outcomes meet the standard. The students reach a sufficient level of achievement and are well prepared for entering the field of veterinary medicine. The achievement of the intended learning outcomes is demonstrated by the results of the thesis and portfolio and the performance of graduates in practice.

Findings

The final products of the Master's programme are the student's portfolio resulting from their basic clinical rotations and the differentiated major, and the thesis resulting from the Research Project.

The portfolio resulting from the basic clinical rotations and the differentiated major is assessed for the first time two years after students have started their basic clinical rotations. The second and final assessment of this part of the portfolio takes place in the third year and is aimed at checking if the student has achieved the requirements for graduation.

For the portfolio assessment a committee of portfolio assessors is formed. All assessors are trained by an expert in assessment of medical portfolios. The committee has monthly meetings to learn from each other and to discuss difficulties in portfolio judgement and so continuously improves on its expertise. The assessment of a portfolio is conducted by two members of the portfolio assessment committee who, if there is disagreement, consult with a third member to finalise the assessment.

The thesis is the product of the Research Project. Students conduct research and write a research thesis in a minimum period of twelve weeks. The size of the thesis can be increased using the elective space or by choosing the research track. Students, supervised by an experienced member of the research staff, formulate a research question on a subject from the research portfolio of the Faculty, study relevant literature, work on a research question and report on their findings orally and in writing. Students may plan at which

stage of their Master's programme they want to perform this project.

The Research Project is assessed by two assessors:

- The supervisor assesses the practical work and academic skills of the student during the research project;
- A second, independent examiner assesses the thesis.

The supervisor and the examiner fill out the assessment forms together, each marking their part.

Both the grade of the Master's thesis and the final grade of the research project need to be sufficient to graduate.

In order to get input for the revision of the Master's programme from alumni and the professional field, the Faculty sent a questionnaire to them in the spring of 2020. From the results it could be seen that alumni feel that their studies prepared them well or at least adequately for their field of employment. They appreciate the taught knowledge and skills, but would appreciate (even) more practical skills as well as communications and marketing skills. In terms of practical skills, they would value more primary care experience.

An increasing number of graduates leaves veterinary practice within five years after graduation, which the Faculty characterizes as worrisome. The Faculty hopes that the efforts put in preparation for the field of employment will improve the situation. To better prepare students for their start in veterinary practice, the

programme is developing a number of (extracurricular) activities for students, some in co-operation with the KNMvD (Royal Dutch Society for Veterinary Medicine, the Dutch professional veterinary association). Among others, students can meet and talk to young vets in an event called 'Ready, Vet, Go!'.

Considerations

The committee reviewed fifteen recent theses by students of the programme and scrutinised the portfolios of these students. The students are divided into the three differentiations. The committee established that all theses met the requirements. On average the theses are of good quality. The theses are graded similarly by the assessment committee compared to the programme. Together with the outcomes of the portfolio's, these outcomes illustrate that the students have achieved the intended learning outcomes as formulated by the programme.

The committee is positive about the way the portfolio is assessed. The thesis is examined by 2 examiners and any gross disparity is dealt with by a third independent examiner.

Based on evaluations and based on the discussion with the work field representatives, the

committee concludes that alumni perform well in veterinary practice and easily find employment. The committee is positive about the efforts that the Faculty makes to prepare them even better for the start and to prevent alumni to leave the veterinary field after just a few years. Increasing the experience in primary care is one of the adjustments in the programme that the committee welcomes, as mentioned before.

The alumni are not structurally questioned about their experiences with the study programme and the connection to the professional field. Also, the programme does not get any structured feedback from their employers. As advised under standard 1, the programme should consider establishing an Advisory Board, in which the connection of the Master's programme to the field could be discussed. In addition, the committee recommends regular contact with alumni to get valuable input for the improvement of the programme.

Based on the interviews and examination of the underlying documentation, the assessment committee establishes that the programme **meets this standard.**

Attachments

Attachment 1 Assessment committee

Prof. dr. D.J (David) Argyle	William Dick Professor of Veterinary Clinical Studies (since 2005), Dean of Veterinary Medicine and Head of School (since 2011)
dr. H.A.T. (Heleen) Miedema	Director of the Education Division University of Twente Faculty of Science and Technology
Prof.dr. F. (Fedde) Scheele	Professor in Health Systems Innovation and Education, a combined professorship at the School of Medical Sciences of the VU medical centre and at the Athena institute for transdisciplinary research, VU, Amsterdam - OLVG Gynaecologist and Dean for education of health professionals and for scientific work (since 2015)
Prof.dr. K.E. (Kerstin) Müller	Professor for Internal Medicine and Surgery of Ruminants, Faculty of Veterinary Medicine, Freie Universität Berlin, Germany - Managing Director Clinic for Ruminants and Pigs, Faculty of Veterinary Medicine, Freie Universität Berlin, Germany
E. (Esben) Østergaard Eriksen	MSc Veterinary Medicine and PhD student University of Copenhagen, department of Veterinary Medicine and Animal Sciences

The panel was supported by Linda van der Grijspaarde, MSc.

Attachment 2 Program of the assessment

Online visit

Wednesday 19 May 2021

9:00: 9:45	Assessment committee deliberations
9:45 – 10:30	Management
10:30 – 10:45	Short Break
10:45 – 11:30	Bachelor's students
11:30 – 12:15	Master's students
12:15 – 13:15	Break for lunch, Open Office Hour, Blackboard tour
13:15 – 13:45	Alumni
13:45 – 14:00	Short break
14:00 – 14:45	Field of employment
14:45 – 15:00	Short break
15:00 – 15:15	Possibility for feedback on process
15:15 – 16:15	Assessment committee deliberations

Thursday 20 May 2021

9:00 – 9:45	Bachelor's lecturers
9:45 – 10:30	Master's lecturers
10:30 – 10:45	Short break
10:45 – 11:15	Board of Examiners Bachelor's programme
11:15 – 11:45	Board of Examiners Master's programme
11:45 – 12:00	Short break
12:00 – 12:15	Closing discussion with board & management
12:15 – 13:15	Break for lunch
13:15 – 15:15	Assessment committee deliberations
15:15 – 16:30	Development discussion
16:30 – 17:00	Feedback to all interested

Attachment 3 Documents

- Course evaluations Bachelor and Master 2019
- Accreditation report 2014
- Annual report Board of Examiners Bachelor and Master 2018-2019 and 2019-2020
- Applicability of progress testing in veterinary medicine
- Assessment plan Bachelor's programme and Master's programme
- Assessment policy
- Besteding studievoorschotmiddelen
- Curriculum survey B-VM 2019
- Development and validation of a competency framework
- Education and Examination Regulations Bachelor and Master
- Educational concept
- Eindrapport Stationstoetscommissie
- Employment rates Veterinary Medicine Graduates
- Erasmus+ Progress testing proposal
- EU directive 2013_55
- Examination requirements Companion Animals
- Examination requirements Equine
- Examination requirements Farm Animals and Vet
- Faculty Strategic Plan 2017-2021
- Framework Revised Master's programme
- Handboek Kwaliteitszorg
- List of Lecturers active in the programme
- Master revision questionnaire
- National Student Survey 2019 Bachelor and Master
- Netherlands Qualification Framework level 6 and 7
- New Faculty building
- Organigramme FVM
- OSCE exemption letter 2019-2020
- Partner universities
- Plan of action assessment committee
- Progress Assessment
- Repository of Online Veterinary Resources
- Selection regulations
- Self-reflection 2014
- Student mobility
- Study guide Master's thesis
- Study guide research project
- Summer School prep course
- TCD advisory report
- Thesis review report
- Track descriptions
- Utrecht University Education Guidelines
- Student chapters (including clips of buildings, facilities and education)
- Master theses of 15 students

To: Sacha Maier[s.maier@nvao.net]
Cc: Caussin, J. (Julia)[j.caussin@uu.nl]
From: Dulmen Krumpelman, D.J.P. van (Ditte)
Sent: Thur 14/10/2021 1:15:38 PM
Subject: RE: Accreditatierapport master Diergeneeskunde (010501)

Beste Sacha Maier,

Bedankt voor je mail. Er zijn door onze opleiding inderdaad ook 15 masterscripties voorgelegd aan het panel, ik zal contact opnemen met AeQui om het rapport aan te laten passen en stuur het nieuwe rapport zo snel mogelijk toe.

Vriendelijke groeten,

Ditte van Dulmen

Ditte van Dulmen Krumpelman MA | Beleidsmedewerker Onderwijs | Directie Studenten, Onderwijs & Onderzoek | Universiteit Utrecht
| Vanwege de COVID-19-maatregelen werk ik vanuit huis, ik ben bereikbaar via e-mail en MS Teams | werkdagen: maandag t/m donderdag

Van: Sacha Maier <s.maier@nvao.net>

Verzonden: maandag 11 oktober 2021 16:57

Aan: Dulmen Krumpelman, D.J.P. van (Ditte) <D.vanDulmen@uu.nl>

Onderwerp: Accreditatierapport master Diergeneeskunde (010501)

Beste Ditte van Dulmen,

Als behandelaar van de accreditatierapporten van de bachelor en master Diergeneeskunde viel mij het volgende op. In het rapport over de masteropleiding staat bij het overzicht van het bestudeerde materiaal (op pagina 22): Bachelor theses of 15 students.

Ik heb begrepen van AeQui dat de secretaris van dit rapport zich waarschijnlijk vergist heeft, en dat het moet zijn: Master theses of 15 students.

Kunt u bevestigen dat het panel inderdaad 15 master thesis heeft beoordeeld en zo ja, kunt u AeQui dan vragen om het rapport op dit punt aan te passen?

Als het aangepaste rapport bij de NVAO is ontvangen, zal ik de aanvraag zo snel mogelijk verder afhandelen.

Alvast dank voor uw reactie.

Vriendelijke groet,
Sacha Maier

Sacha Maier
Beleidsmedewerker Nederland

Nederlands-Vlaamse Accreditatieorganisatie
Parkstraat 83 • 2514 JG Den Haag
P.O. Box 85498 • 2508 CD Den Haag
T +31 (0)70 312 2335 • M +31 (0)6 143 24 803
www.nvao.net



To: Sacha Maier[s.maier@nvao.net]
From: Dulmen Krumpelman, D.J.P. van (Ditte)
Sent: Thur 14/10/2021 2:40:46 PM
Subject: RE: Accreditatierapport master Diergeneeskunde (010501)
[DGK - rapport AeQui master.pdf](#)

Beste Sacha,

Hierbij al de aangepaste versie van AeQui.

We wachten de definitieve beoordeling met spanning verder af!

Met vriendelijke groet,
Ditte van Dulmen

Ditte van Dulmen Krumpelman MA | Beleidsmedewerker Onderwijs | Directie Studenten, Onderwijs & Onderzoek | Universiteit Utrecht
| Vanwege de COVID-19-maatregelen werk ik vanuit huis, ik ben bereikbaar via e-mail en MS Teams | werkdagen: maandag t/m donderdag

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Verzonden: maandag 11 oktober 2021 16:57

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Sacha Maier

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