Quality Assurance in Veterinary Medical Education in Egypt: Current Situation and Its Enhancement for National and International Accreditation

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VME in Egypt: Profile

• 13 Veterinary Medical Faculties.
• Established between 1935 – 2007.
• VMF, Cairo University is the oldest one (since 1827 – joined Foad University 1935).
• VMF, Sohag University is the newly established one - 2007.
• Undergraduate and postgraduate programmes (Diploma, Master, PhD).
VME in Egypt: Profile

• More than 20000 enrolled students.
• Graduating about 3000 veterinarians annually.
• All of Faculties are running 5 years undergraduate programme (Veterinarians, General Practitioners).
• Two faculties (Benha & Zagazig universities) are running also another programme (Food Hygiene – 2006, Poultry - 2009).
Establishment of Internal Quality System in VME - Background

- All Faculties engaged in processes of Quality Assurance and establishment of QAU (4-7 years).
- Capacity Building and training on the concept of quality Assurance and Accreditation.
- Defining of Mission, vision, goals and objectives.
- Preparation of courses’ and programmers' specifications and reports and Faculty Annual reports.
Establishment of Internal Quality System in VME - Background

• DE’s to 8 Veterinary Medical faculties (62%).
• None of these Faculties considered ready to receive an accreditation visit from the first visit.
• Faculties engaged with CIQAAP projects, Ministry of Higher Education (2008-Now).
• Some Faculties are preparing to apply for national accreditation Agency (NAQAAE).
Developmental Engagement
Site Visits (DE’s)

• QAAP, Ministry of Egyptian Higher Education (2004-2008) - Standards
  – Effectiveness of Quality Management and enhancement,
  – Academic standards of educational programmes,
  – Quality of learning opportunities,
  – Research and other scholarly activity and
  – Community involvement.

Essential Requirements for Quality Enhancement & Accreditation in Vet Med Education
Curriculum Revision

• There is no way that a single veterinary college can adequately cover all of veterinary medicine or even a large part of it (Pritchard, 1989).

• Most of the veterinary curricula in Egypt needs formal revision.

• The curriculum must be redesigned on the type of graduate we are aiming at producing in Egypt, a clinician, a scientist, a food hygienist, a combination of all three, or something else.
Curriculum Revision (Continue):

• The design, content and delivery of the current curricula for the programmes should be thoroughly reviewed.

• There is a risk that cumulative minor modifications over a number of years produced substantial changes to veterinary programs without formal review.

• Reduction in teaching of the basic theory with greater emphasis on developing problem solving skills and practical competence.
Curriculum Revision (Continue):

• Use of multidisciplinary approaches, and emphasis on improved communication skills.

• To ensure that there is no obvious gap between knowledge and skills gained by the students and the needs of the labor market.

• Process of validation of new courses and annual monitoring and periodic review of existing provision should be thoroughly reviewed.
Students Questionnaires

• Developing of sensing mechanism and negative feedback loops (organization thermostats) to move towards institutional goals.
• Incremental adjustments to the processes and procedures.
• Introduce National graduating student survey.
• Increase awareness among students.
• Staff satisfaction questionnaires and reports should also be applied.
Improvement of QLO - Staff

• Academic staff and technicians numbers and qualifications must be sufficient.
• A comprehensive programme for staff development and evaluation.
• Employment conditions and benefits should be attractive enough to ensure quality and continuity.
• Participation in scholarly activities.
Improvement of QLO
- Facilities & Equipments

- Facilities must include:
  - Administrative offices, staff offices and research laboratories.
  - A full-service teaching hospital with appropriate support services.
  - Facilities for the housing of animals for teaching and research.
  - Adequate teaching, laboratory, research and clinical equipments.
  - Safety of personnel and animals must be assured.
Improvement of QLO
- Clinical Resources

- Must include
  - Normal and diseased animals of domestic and exotic species.
  - In-hospital patients, outpatients, field service and herd health/production medicine programmes.
  - Sufficient numbers of medical and surgical patients on campus.
  - Additional extramural experience permissible subject to appropriate supervision.
  - Students must be active participants.
  - Must have effective data retrieval systems.
Improvement of QLO - Library & Information Resources

- Access to information resources must be available.
- The library must be administered by a qualified librarians.
- Must have human and physical resources for the development of instructional materials.
Research & Community Service

• Substantial research programmes of high quality that integrate with and strengthen the professional programme.

• There must be outcome measures assessments that ensure that the mission is being fulfilled, and these measures should feed back into programme improvement.
Summary & Conclusion

• The Vet. Sector, MOHE and national accreditation agency should support establishment of Quality Assurance system.
• Faculty must develop and follow a mission statement.
• MOHE and NAQAAE must ensure that Programs and institutions transformed from traditional to modern ones.
• There is a crucial need to reduce the number of the Veterinary Medical Faculties in Egypt - Integration, Avoid launching of new ones?
Summary & Conclusion

• Designing and implementation of a strategy linked with the labor market is essential.
• The number of the enrolled students in each college should be reduced - equivalent to available equipments & teaching / learning resources.
• Design, content and delivery of the current curricula for the programmes should be modified to ensure that it facilitate the attainment of ILOs.
• Attraction and development of well-qualified and skillful staff members.
Summary & Conclusion

• The professional competence of the NAQAA should continue to develop and implement QS in VMFs.
• More professional selection of staff engaged in the quality system.
• More clear and specific national academic reference standards are essential to develop VME in Egypt.
• Specific and clear KPIs, benchmarks and quality indicators at the faculty level.
• Effective engagement with students, employers and professional bodies.
• More emphasis on the practical skills is essential.
QUESTIONS?

Thank you