



Accreditation Standards Review

AVBC Accreditation
Standards for
Veterinary Programs

**DRAFT FOR
CONSULTATION**
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Introduction

The Australasian Veterinary Boards Council (AVBC) is undertaking a review of the approved accreditation standards ('the standards') for entry-level programs. The standards are used to evaluate veterinary education and training programs that lead to general registration as a veterinarian in Australia and New Zealand.

This document contains a consultation draft of the new standards. There is a separate document containing a consultation draft of the new accreditation methodology. Your feedback on both documents is invited via [this template on the AVBC website](#) by **Friday 2 September**.

Why the new standards?

The new accreditation standards will replace the previous **AVBC Accreditation Standards** (Version 9, August 2021). The standards by which veterinary programs in Australia, New Zealand and Southeast Asian universities are accredited are reviewed and refined continuously. However, in 2021, the AVBC embarked on a complete revision of the standards to accommodate new thoughts on best practice. A Standards Review Task Group was constituted in December 2021 and the writing of new standards began early in 2022. The review process has coincided with the release in November 2021 of updated *Standards and Guidance for the Accreditation of Veterinary Degree Programmes* from the Royal College of Veterinary Surgeons (RCVS), due to be implemented in 2023.

What changes are proposed in these new standards?

The standards are arranged in four new 'Domains'. The standards are intended to encourage innovation, collaboration and evolution of veterinary education programs, while assuring quality and adequate resourcing of veterinary programs. The standards and processes draw upon the new RCVS accreditation standards and processes, supported by the principles and practices of accreditation of the AVBC.

To this end there will be:

- A shift from focus on inputs (procedures, policies, specific metrics and ratios) to a greater focus on evaluation of evidence for outcomes, particularly for graduate Day One Competency (D1C) and graduate outcomes in the professional workplace.
- A shift towards risk-based evaluation and decisions, to be supported by evidence which Veterinary Education Establishments (VEEs) provide to demonstrate that they have met accreditation standards. VEEs will receive guidance and clarity on the evidence required; and use of documents, videos or data prepared for other quality enhancement activities will be encouraged.
- A requirement to assess data to demonstrate adequacy of the student experience. The level of student case responsibility and supervision during clinical training will remain a focus and the VEE will need to provide evidence that student: staff ratios in practical and clinical learning settings are sufficient and appropriate for safety and quality outcomes.
- A move to better define clinical learning in terms of work-integrated learning (WIL) within the various models available to deliver practical experiential learning, thereby allowing VEEs greater freedom to adopt different models of clinical education. There is a parallel increase in expectations for effective VEE oversight and quality enhancement (QE) of clinical instruction and student experience for WIL programs.
- A requirement that 70% of clinical education focuses on clinical presentations commonly seen in general practice; and that D1Cs are relevant to common conditions presenting to veterinarians.
- A requirement for veterinary programs to meet the Australian or New Zealand Qualifications Framework or equivalent at Level 7 or above.
- Confirmation of the importance of scientific and research skills in the veterinary program, including underpinning knowledge of biology and the scientific method, skills in numeracy, critical thinking,

problem solving, information literacy, research, scientific writing, and its application to evidence based veterinary science.

- A requirement for effective training and ongoing professional development in education for all people with responsibility for program design, delivery and assessment, proportionate to their level of responsibility for teaching and assessment.
- A requirement for all matters and information related to the accreditation process to be in English; however, language of instruction is not a barrier to accreditation.
- A requirement for a locally registered veterinarian to be responsible as the Dean/leader of the VEE and for a locally registered veterinarian to have oversight of all clinical services and clinical education programs, to ensure they are consistent with professional standards.
- Greater emphasis on safe, supportive learning cultures that allow for inclusivity, diversity, environmental sustainability and student and staff self-care.

Who is the AVBC?

The Australasian Veterinary Boards Council (AVBC) is an incorporated association comprising representatives from participating Australian state and territory Veterinary Boards and the Veterinary Council of New Zealand, with input from the Australian and New Zealand Veterinary Associations. The mission of the AVBC is to ensure the quality of the Australian and New Zealand veterinary profession. Among the core functions of the AVBC is assuring and promoting high educational standards through accreditation of VEEs.

On behalf of the member Veterinary Statutory Bodies (VSBs) or registration boards in Australia and New Zealand, the AVBC oversees the accreditation of veterinary programs which lead to a degree in veterinary science or veterinary medicine, allowing graduates to register as a veterinarian with any or all of those Boards. Accreditation of VEEs is an integral part of quality enhancement for veterinary education: it is a system for recognising that educational institutions and affiliations have attained a level of educational effectiveness, integrity and quality which entitles them and their graduates to have the confidence of the veterinary profession and wider community. In Australia and New Zealand, the accreditation system is managed by the Veterinary Schools Accreditation Advisory Committee (VSAAC) which reports and makes recommendations to the AVBC.

AVBC accreditation is a quality enhancement process that drives improvements in veterinary education. It is based on evidence, utilises expert peer review and makes judgements against published standards. AVBC strives to ensure these processes are fair, transparent, consistent, reliable and valid, subject to rigorous quality assurance and responsive to stakeholder feedback. These processes support continuous improvement in the quality of veterinary education and foster innovation and collaboration, while retaining flexibility to respond to change.

The AVBC has agreements with the Royal College of Veterinary Surgeons (RCVS) and the South African Veterinary Council (SAVC) for reciprocal recognition of veterinary graduates from Australia, New Zealand, the United Kingdom and South Africa. The AVBC contributes to the International Accreditors Working Group (IAWG) with the RCVS, the American Veterinary Medical Association (AVMA), the European Association of Establishments for Veterinary Education (EAEVE), SAVC and the World Organisation for Animal Health (WOAH, founded as OIE) to promote harmonisation, consistency and efficiency in the accreditation of VEEs internationally.

What is the purpose of accreditation?

Accreditation of veterinary degree programs is undertaken by AVBC to:

- Meet legislative requirements.
- Promote the welfare of animals.

- Ensure that consumers of veterinary services are well informed as to the competencies required of veterinary practitioners.
- Ensure that acceptable standards are required to be met by veterinary practitioners.
- Protect the public interest.
- Protect national and international trade requirements.
- Ensure students receive a good education.
- Protect public health.
- Ensure professional competence. Graduates of AVBC accredited veterinary professional programs must achieve competence for entry level veterinary practice, as they are registrable in Australia and New Zealand without further examination. Graduates must be prepared for sustainable and diverse professional careers.
- Ensure global recognition of Australasian veterinary graduates. The AVBC accreditation processes and international partnerships ensure that veterinary education and graduates in Australia and New Zealand continue to be recognised for achieving the highest global standards and enable maintenance of Mutual Recognition Agreements (MRAs) with the RCVS and SAVC.
- Ensure the rights and wellbeing of veterinary students, supporting VEEs to improve veterinary education and assuring the public that accredited programs provide quality education through a rigorous accreditation cycle.
- Ensure that VEEs are sufficiently resourced to sustain a world class standard of quality veterinary education and veterinary graduate competence.

What is the AVBC context for accreditation and veterinary education?

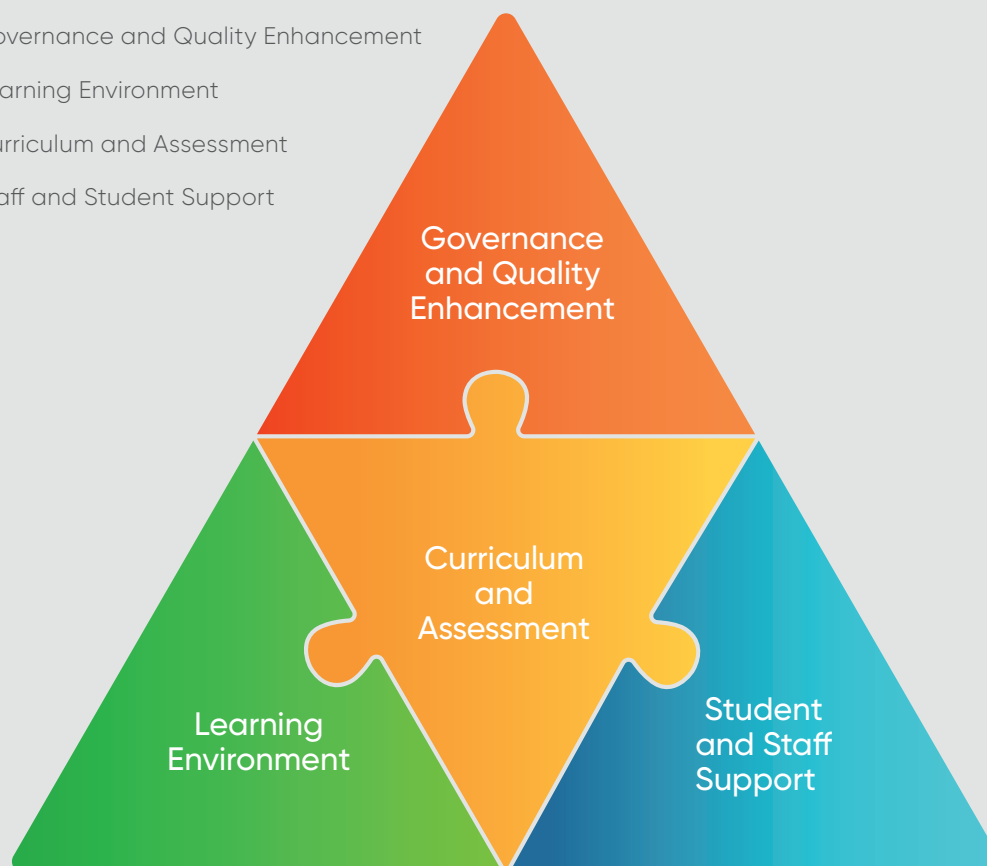
- Australian and New Zealand higher education sectors offer world class veterinary programs that operate within legislation and quality enhancement systems. Professional accreditation augments these safeguards by focusing on issues relevant to the veterinary profession, to protect animals and the community.
- The AVBC makes recommendations to the member VSBs in Australia and New Zealand regarding the suitability of graduates of veterinary degree programs for registration as veterinarians.
- Since graduates are registrable without further examination, accreditation must ensure that degree programs prepare graduates for veterinary professional practice, including a focus upon conditions and species common in Australia and New Zealand, and on major global animal health risks.
- The veterinary profession should reflect and serve diverse groups within society. Veterinary education values and encourages the participation of people from the diverse communities served by the veterinary profession. Accreditation in Australia and New Zealand supports greater participation in veterinary degree programs by students from underrepresented groups.
- The AVBC recognises and responds to ongoing changes in veterinary care and professional education, stakeholder feedback, as well as advances in quality enhancement and accreditation processes.
- There is a diversity of veterinary education models and learning designs, and there has been recent rapid growth in the variety of uses of education technologies, simulations, online learning and partnerships for education and clinical training.
- Simulations play an increasing part in skills training, and support the 'reduction, refinement and replacement' of the use of animals for teaching. Students should practice skills that are aversive or invasive on simulations and models first, before using animals.

- AVBC accreditation processes utilise a combination of input-based and process-based approaches, with outcomes-based, quality enhancement-focused and risk-based approaches. These standards can be met with a variety of models of veterinary education. The accreditation processes, standards and policies are themselves subject to ongoing quality enhancement, including regular input and dialogue with stakeholders.
- Industry and practice-based work-integrated learning (WIL) on livestock farming properties and in clinical practice are essential experiential components of preparation for practice. Such extramural experiences complement those under the direct supervision of teaching staff (in VEE teaching hospitals and clinics or in VEE-controlled or contracted practices). The responsibility for teaching and assessment of D1Cs remains with the VEE-controlled or VEE-contracted clinical teaching sites.
- The development of students' professional identity and confidence is facilitated through supervised practice and constructive feedback on performance in authentic clinical practice contexts. Supportive, collegial environments, inclusive workplace culture, positive role modelling and mentoring, prepare students for a successful transition to their professional responsibilities as a veterinarian. It is widely recognised that these clinical learning experiences impact the transition to veterinary practice.
- Cultural safety is vital for veterinary educators, students and clients. Veterinary program providers must hold students and staff to high levels of ethical and professional conduct and act to ensure that the "hidden" or unintended curriculum does not undermine the program's intended outcomes.
- The incorporation of cultural knowledge of indigenous communities relevant to veterinary practice and participation of indigenous students and staff is explicitly recognised as a priority for veterinary education in Australia and New Zealand.

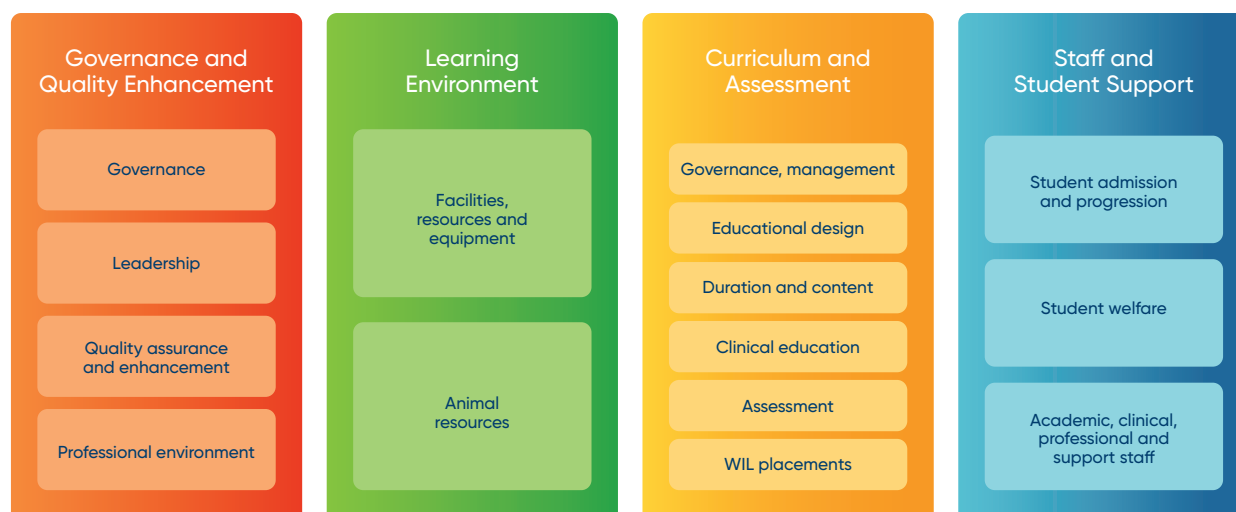
Structure of the standards

The standards are arranged in four Domains:

- Governance and Quality Enhancement
- Learning Environment
- Curriculum and Assessment
- Staff and Student Support



In turn, the Domains each have core themes contained within them:



Domain: Governance and Quality Enhancement

1. Governance

- 1.1 The VEE is part of an accredited Institute of Higher Education (see teqsa.gov.au) and has the autonomy and accountability required to ensure the quality of the veterinary program.
- 1.2 The VEE has a mission statement that expresses its values and purposes, including its goals for the veterinary program. The mission statement is followed and reflected in the practices of the VEE.
- 1.3 The VEE demonstrates effective strategic and operational planning and achieves its goals in a timely manner. Strategic and operational plans are linked to the stated mission of the VEE.
- 1.4 Finances are sufficient to sustain the operation and education programs of the VEE and are assured for the duration of current cohorts of students. Financial plans are reviewed regularly and updated to ensure they are sufficient in relation to strategic and operational plans.
- 1.5 The VEE has effective governance and management structures and processes which support achievement of its mission. There are clear lines of responsibility for management, resourcing and delivery of the veterinary program.
- 1.6 Staff are able to contribute to decision-making in the VEE. Students are represented on relevant VEE committees.
- 1.7 The VEE has systems in place to identify, monitor and promptly address risks to, and concerns about, any aspect of the veterinary program.
- 1.8 Access to external clinical and other teaching facilities used for VEE-controlled or contracted teaching activities, and the quality of education at these sites, are assured via formal agreements.
- 1.9 Sites used for student experience with animal industries, pre-clinical and clinical placements have documented agreements with the VEE. The VEE has processes to assure safe and supportive learning experiences for students at such sites.

2. Leadership

- 2.1 The head of the VEE is a locally registered veterinarian who has expertise in academic affairs, leadership and the veterinary profession. The head is able to obtain and direct resources required for sustainable delivery of the veterinary program.
- 2.2 The person(s) responsible for the professional, ethical and academic conduct of the clinical operations in which VEE-controlled or contracted clinical teaching occurs and the person(s) with oversight of clinical teaching is/are locally registered veterinarian(s).

3. Quality assurance and enhancement

- 3.1 Quality enhancement processes are systematically and routinely applied across all accreditation standards and all aspects of the veterinary program. Processes include internal and external data collection, review and analysis.
- 3.2 Internal and external stakeholders participate in decision-making processes relating to quality enhancement. Outcomes of review processes are communicated to relevant internal and external stakeholders.
- 3.3 The VEE responds to contemporary developments in clinical practice and professional education.

4. Professional environment

- 4.1 The VEE actively promotes and maintains a culture that is collegial, equitable and inclusive, free of discrimination, and reflects the expectations of wider society. Students, staff and individuals involved in all aspects of VEE activity experience a positive learning and workplace culture.
- 4.2 The VEE holds staff to high levels of ethical and professional conduct.
- 4.3 Students are made aware of the high standards of professional conduct expected in the veterinary profession and are held accountable to these standards while enrolled in the VEE.
- 4.4 The VEE and its staff demonstrate responsible and sustainable practice and use of resources.
- 4.5 Reporting mechanisms are in place for any individual to raise relevant concerns. Students and staff feel safe in raising and reporting such concerns and concerns are dealt with effectively.
- 4.6 There are effective processes through which students can convey their needs and wants to the VEE. The VEE considers and acts upon student feedback and requests.
- 4.7 The VEE provides students and staff with a mechanism, anonymously if they wish, to offer suggestions, comments, and complaints regarding the compliance of the VEE with the AVBC standards for accreditation and that the D1Cs are being met.

Domain: Learning Environment

5. Facilities, resources and equipment

- 5.1 All aspects of the facilities, infrastructure, physical and digital resources used in the program provide an environment conducive to learning.
- 5.2 Learning spaces are adequate in number and size for the cohort size, accessible (including disability access), fit for purpose and appropriately equipped.
- 5.3 Learning spaces provide a safe, clean, and well-maintained environment, are monitored for hazards, and comply with all relevant jurisdictional legislation.
- 5.4 The university has a schedule and resources which are used to monitor, maintain, service and upgrade buildings and equipment required for the veterinary program.
- 5.5 VEE-controlled and contracted clinical learning facilities (including off-campus sites) provide an effective learning environment and meet high practice standards for the relevant discipline. They have dedicated student spaces and internet access.
- 5.6 The clinical and learning environments of extramural clinical WIL sites meet contemporary standards and provide a spectrum of care.
- 5.7 Appropriate isolation facilities are available (or can be supplied when needed) at all sites where VEE-controlled or contracted clinical education is delivered. Such facilities meet requirements for isolation and containment of animals with communicable diseases.
- 5.8 Students have access to a broad range of teaching, diagnostic and therapeutic facilities and equipment, of sufficient standard; including pharmacy, dentistry, diagnostic imaging, anaesthesia, clinical and anatomical pathology, intensive/critical care, surgeries, treatment facilities, ambulatory services and necropsy facilities.
- 5.9 The VEE provides students with timely access to a broad range of materials, models, simulations and equipment for the development of students' procedural and technical skills.

- 5.10 Students and educators have timely access to literature and information resources relevant to the program. Specialised expertise is available to support students and educators in developing the skills for effective retrieval and evaluation of information.
- 5.11 Facilities, resources and equipment are available for staff and students to undertake high quality research.

6. Animal resources

- 6.1 The VEE provides, or has access to, sufficient numbers of normal and diseased animals of the principal domestic species to ensure the quantity and quality of clinical instruction. Cadavers of the principal domestic species are provided for instruction in post-mortem examination. Instruction includes clinical experience with individual animals and herd health management in supervised field services and/or ambulatory clinical services.
- 6.2 High standards of animal husbandry and care, safety, biosecurity and welfare are promoted and demonstrated across all aspects of the program.
- 6.3 The VEE has a program of refining teaching methods for the development of procedural skills that accede to the principles of the "three R's" (replacement, reduction and refinement of animal use).
- 6.4 Animal use is supervised by an appropriately constituted Animal Ethics Committee (or equivalent). Client consent is obtained for student involvement in patient care.

Domain: Curriculum and Assessment

7. Governance, management

- 7.1 The veterinary curriculum is designed, resourced and delivered to ensure that all students have, by graduation, achieved Program Learning Outcomes (PLOs) and AVBC and WOAHS D1Cs. The curriculum is aligned to the mission of the VEE.
- 7.2 The curriculum is managed by the VEE. The VEE has a curriculum committee that is responsible for developing, monitoring, assuring and enhancing the quality of veterinary education and student experience. The majority of the members of the committee are full-time academic staff and the committee includes student representation.
- 7.3 An organisational structure within the VEE has responsibility for assessment and moderation processes at all levels of the program.
- 7.4 The curriculum is regularly reviewed, taking into account quality assurance data and feedback from students, educators and stakeholders, emerging issues and advancements in knowledge and technology, to inform renewal and to ensure standards are being met and maintained. Revisions of the curriculum are undertaken on a timely and appropriate basis as an ongoing process; and the curriculum is reviewed as a whole at least every 7 years.

8. Educational design

- 8.1 The program is underpinned by a current, coherent educational philosophy that informs program design, delivery and evaluation. The program design is understood by staff and students. The VEE supports innovation and development of teaching approaches.
- 8.2 The curriculum provides a cohesive framework in which the learning outcomes, teaching, learning and assessment strategies of the program as a whole, and of each unit of study, are aligned and support the development of the knowledge, skills and behaviour of a veterinarian. PLOs form the basis for explicit statements of the intended learning outcomes of individual

units/courses of study. PLOs are regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved. PLOs are communicated to staff and students.

- 8.3 The VEE demonstrates significant and broad research activities that address societal needs. Academic staff in the VEE maintain active research programs that integrate with and strengthen the veterinary degree program and provide opportunities for veterinary student engagement.
- 8.4 There are research and clinical postgraduate programs within the VEE that complement the veterinary program.

9. Duration and content

- 9.1 The curriculum extends over a period equivalent to a minimum of five academic years or, for a post-graduate program, a minimum of four academic years.
- 9.2 The curriculum has sufficient depth and breadth of instruction to ensure student achievement in the required areas of veterinary science and professional practice (as outlined in Appendix 1).
- 9.3 Students have sufficient training and experience in handling of animals of the main domestic species prior to undertaking WIL to reduce risk, ensure their own safety, and that of animals in their care.
- 9.4 Clinical education in veterinary public health, including exposure to veterinary services in licenced abattoirs and food processing facilities, ensures that graduates meet WOAHS D1Cs.
- 9.5 All students are educated in scientific method and research techniques relevant to evidence-based veterinary practice. All students have opportunities to observe and participate in research programs in their curriculum.

10. Clinical education

- 10.1 The quality, quantity and variety of clinical education is sufficient to produce a graduate who meets PLOs and D1Cs and is competent to practise across a range of settings.
- 10.2 The clinical program includes not less than 40 weeks of full-time hands-on, practical clinical/professional work integrated learning (WIL) (Appendix 2). The clinical program includes not less than 20 weeks of supervised WIL that is prescribed, assessed and controlled by the VEE, and is completed in VEE-managed or contracted veterinary clinical practice(s). The balance of the clinical phase includes not less than 12 weeks in WIL placements in veterinary practice(s) and other workplaces in a variety of sites outside the VEE.
- 10.3 The majority ($\geq 70\%$ by duration) of the clinical teaching is focused on common, entry level clinical practice with the main domestic species.
- 10.4 The VEE monitors and ensures that all locations in which clinical teaching and WIL occurs are committed to student learning.
- 10.5 Students actively contribute to management of cases during clinical instruction, including practical aspects of history-taking, diagnosis and treatment, clinical reasoning and decision-making, consideration of financial and economic factors, and client communication.
- 10.6 Students demonstrate relevant competency before providing patient care.
- 10.7 Students are required to systematically record and reflect on their clinical experiences and skills development, and to select, with academic input, learning activities to meet their own learning needs.

- 10.8 Students are directly supervised by suitably qualified veterinary professionals and paraprofessionals during patient care and management. Students work collaboratively with allied animal professionals during clinical instruction.
- 10.9 Patient medical records are comprehensive and maintained in an effective retrieval system at all sites used for core clinical teaching. Records are used to efficiently support the teaching, research, and service programs of the VEE. Students contribute to medical record-keeping under supervision, and have access to appropriate levels of clinical records.
- 10.10 Students receive practical instruction on accepted best practice for prevention of spread of infectious disease. Students demonstrate proficiency in the implementation of relevant biosecurity procedures.

11. Assessment

- 11.1 The VEE has a comprehensive, coherent and robust assessment strategy. The validity, reliability and educational impact of assessments are appropriate to their purpose (high/low stakes) and evidenced through relevant evaluation data and processes. Assessment is designed and conducted by trained staff with relevant expertise.
- 11.2 Progressive development of each student towards entry level competence across the program can be demonstrated. Only students who have fully met PLOs and D1Cs, are permitted to graduate.
- 11.3 The assessment tasks and grading criteria for each unit of study are clearly identified, and available to students in a timely manner. Requirements to pass, including the effect of barrier assessments, are explicit.
- 11.4 Direct assessment of clinical, non-clinical and professional skills, and holistic clinical practice forms a significant component of the overall process of assessment in the clinical disciplines.
- 11.5 Assessment is planned and managed to provide constructive, timely formative and summative feedback to support students' progress, to evidence achievement, and to achieve appropriate workloads for students and staff.
- 11.6 Moderation processes are in place to ensure parity within and between individual units of study, across the program, with other institutions, and to ensure that each student is treated fairly and without bias.
- 11.7 Students receive academic support to achieve the learning outcomes of the program and the D1Cs.

12. Work-integrated learning (WIL) placements

- 12.1 There is an effective, well-managed program of WIL in animal management, preclinical and clinical placements in authentic workplaces, that complements the theoretical and practical instruction throughout each stage of the veterinary degree (Appendix 2). WIL placements have learning outcomes and assessments that support and consolidate prior learning and contribute to the attainment of program outcomes.
- 12.2 Students undertake at least 52 weeks of WIL placements across the program, with at least 25 weeks in EMS placements. This includes not less than 12 weeks in EMS animal industry and preparatory clinical placements and not less than 12 weeks in clinical EMS placements. During WIL placements in animal enterprises, students are actively engaged in everyday animal handling, husbandry and management. During clinical WIL placements, students actively participate in the workplace, including the workup, management and treatment of patients.
- 12.3 The VEE manages and coordinates student placements in WIL to ensure student access and provide academic oversight of placement quality. Oversight of all WIL is the responsibility

- of academic staff and includes placement suitability, student learning, development and recording students' outcomes.
- 12.4 The VEE defines the responsibilities, provides support and training, and monitors the performance of WIL supervisors relevant to their role.
- 12.5 WIL placement providers provide feedback on student performance. Mechanisms to enable WIL providers to critique the workplace learning program are in place.

Domain: Staff and Student Support

13. Student admission and progression

- 13.1 The number of students is consistent with staff capacity and the teaching and learning resources of the VEE, including buildings, facilities, equipment, healthy and diseased animals, and material of animal origin. Any proposed changes to the number of students admitted are consistent with staff capacity and teaching and learning resources.
- 13.2 There is a clearly stated and accessible admissions policy. Selection criteria are clear, consistent, robust, defensible and free from discrimination or bias (except for explicit affirmative action in favour of nominated equity and diversity groups). Academic performance requirements for admission are commensurate with the academic demands of the program. Selection criteria include both academic performance and non-academic factors.
- 13.3 The VEE has an admissions committee, the majority of whom are full-time academic staff, that recommends students for admission, following the specified policy and procedures.
- 13.4 Training is provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.
- 13.5 There is a formal assessment of student competency in the language of instruction prior to entry to the program. Where English is the language of instruction, there is a formal assessment of English language competency for students whose primary language is not English.
- 13.6 There are admissions strategies for widening participation and supporting diversity.
- 13.7 There are policies and procedures for consideration of applicant or student disability, illness, or impairment, and accommodations for these where appropriate. Policies take into account the requirement that all students must be capable of meeting D1Cs by the time they graduate.
- 13.8 Accurate information about the program, including local registration and fitness to practise requirements, is readily accessible to prospective students.
- 13.9 Progression criteria and processes are fair and transparent and confirm achievement of milestones towards PLOs and D1Cs.
- 13.10 Admission and progression criteria are reviewed relative to attrition and progression data, to ensure they are appropriate to allow students (specifically including diversity and equity groups) to complete the program successfully.

14. Student welfare

- 14.1 Students are informed of, and can access, support that meets their physical, emotional, academic and welfare needs. Equity and diversity principles are promoted in the student experience. Support is in place for the needs of all students, to enable them to overcome barriers to participation.

- 14.2 Students have access to adequate study, digital, recreation, locker, and food services and facilities.
- 14.3 Students learn in a supportive professional environment and are actively supported to develop professional values and characteristics. Students are not subject to behaviour which unnecessarily undermines their professional confidence, performance or self-esteem.

15. Academic, clinical, professional and support staff

- 15.1 The processes for recruitment, selection, appointment and advancement of staff are open, fair, transparent and free from bias.
- 15.2 Academic and support staff are sufficient in number, expertise and availability to ensure effective design, delivery and quality of the program. The ratio of teaching staff to students is not more than 1:7.5 (FTE:FTE).
- 15.3 The amount of the required curriculum delivered by part-time and casual teaching staff does not adversely impact the effectiveness or quality of the educational program.
- 15.4 The physical, emotional and welfare needs of staff are supported.
- 15.5 Positions offer the security and benefits necessary to maintain stability, morale, competence and career development of staff.
- 15.6 Academic and clinical staff have a balanced workload of teaching, research and service proportionate to their role. Educators have opportunities to participate in scholarly activities. Clinical educators have opportunities for continued professional development.
- 15.7 Regular appraisal processes are in place for all staff, to ensure their continued competence and effectiveness relevant to their role. There is a comprehensive program for the appraisal of professional growth, development and scholarly activities of academic staff.
- 15.8 Criteria for promotion and tenure are explicit, well-publicised and relevant to different roles within the VEE.
- 15.9 Educators involved in all aspects of teaching, assessment, supervision and learning support, demonstrate continued competence and effectiveness. Educators are supported through preparatory training and ongoing professional development relevant to their role. Clinical educators are supported through orientation and training for their roles in student supervision. Sufficient time is allocated to clinical educators to ensure they have time for student supervision and assessment.

Appendix 1: Subjects

Subject	Definition	Content
Biochemistry	Linkage between chemistry and biology	Broad coverage of structure and function of essential biological molecules (e.g., proteins, lipids, carbohydrates, DNA, RNA) and metabolic and regulatory pathways
Genetics	Heredity, especially the mechanisms of hereditary transmission and variation of inherited characteristics among similar or related organisms.	Broad understanding and use of basic concepts of general and molecular genetics (including molecular constitution of genes and chromosomes, manner in which genes move through generations in a population, genetic abnormalities, genetic testing)
Anatomy	Structure of domestic animals. Includes histology and embryology	Development, structure and function, both at the gross and microscopic level, of the major body systems.
Physiology	Normal functions of living organisms and their parts	Physiological principles and techniques (laboratory). Comparative physiologic features should be highlighted. Central themes include the relationship of structure (anatomy) to function, processes of adaptation, and homeostasis and feedback control systems.
Animal welfare and ethology	Animal welfare refers to the physical and mental well-being of [or quality of life experienced by] an animal in relation to its current conditions and surroundings. Ethology is the scientific study of animal behaviour, especially as it occurs in a natural environment.	Animal welfare, including health, comfort, nourishment, safety, ability to express innate behaviour; and the absence of pain, fear and distress. Animal wellbeing, including appropriate housing, management, nutrition, disease prevention and treatment, responsible care, humane handling, and, when necessary, humane euthanasia. Fundamental welfare and behavioural principles of, and issues facing, animal species of particular domestic relevance Local, national, regional and international regulations governing the welfare of animal species of domestic relevance
Animal production and business management	Includes rural economics	Basic livestock production principles (i.e., feeding, breeding, housing, husbandry and marketing) focusing on the livestock species of domestic importance and other animal businesses. Basic domestic rural economics (e.g. farm and non-farm industries; economic growth, development, and change; size and spatial distribution of production units and interregional trade; land use; migration and depopulation; finance; and government policies), with an introductory understanding of international economics as it relates to trade in animals and animal products. Basic business management skills (e.g. personal and business finance, marketing, teamwork in veterinary practice, communication and professionalism).
Biomathematics	Application of mathematics in biology; including biomedical statistics, information acquisition, and the use of common mathematical and statistical software	Fundamental principles of biomathematics. including biostatistics, study design, planning/ implementation of experimental and survey data collection, management and analysis of data, and critical evaluation of published information.
Immunology	Structure and function of the immune system; innate and acquired immunity; mechanisms that allow bodily distinction of self from non-self; and the basics of vaccinology	Fundamental immunological concepts and mechanisms and the ability to apply these to appropriate settings (e.g., control and prevention of infectious diseases; use of immunotherapies; use and interpretation of immunologic-based diagnostic tests, autoimmune disease). Comparative features among species should be highlighted. Includes vaccine development, and vaccination theory and practice.

Subject	Definition	Content
Epidemiology	Causes, distribution/patterns and control of disease or other health-related events in populations.	<p>Basic principles of epidemiology, including descriptive/analytical epidemiology and principles of risk analysis, and basic information needed, and techniques used, to conduct disease outbreak investigations and develop disease prevention programmes.</p> <p>Introduction to: design of epidemiological studies, outbreak investigation, epidemiologic data collection, management and analysis, use of epidemiological software, evaluation of analyses and critical evaluation of published information.</p>
Microbiology	Study of microorganisms (i.e., bacteria, fungi, viruses, prions) and their effects on other living organisms	<p>Physical and chemical characteristics of bacteria, fungi, viruses, prions; replication and transmission processes; classification schemes; isolation and identification</p> <p>Epidemiology and pathogenesis of infection with important agents of each type; development of animal immunity or resistance to infection;</p> <p>Prevention and control programmes, including vaccination; clinical signs and diagnosis of infection; treatment options, including the judicious use of antimicrobials and the development of antimicrobial resistance by the pathogen; and the prognostic and diagnostic value of available laboratory and clinical tests.</p>
Parasitology	Biology and morphology of endo- and ecto-parasites of veterinary importance	<p>Lifecycle and pathogenesis of animal parasites; immunologic and pathophysiologic aspects of host/ parasite relationships; importance of zoonotic parasitic infections/ infestations; and principles of and protocols for diagnosing, treating, and controlling parasitic infections/infestations.</p> <p>Laboratory instruction in diagnostic methodologies and identification of important lifecycle stages. Emphasis upon parasites impacting the health and welfare of animal species of domestic relevance, and those impacting public health.</p>
Transmissible diseases	Content encompasses exotic and transboundary animal diseases, zoonoses, emerging and re-emerging diseases of animals or infectious diseases	Comprehensive coverage of specific transmissible diseases (i.e., pathogenesis, diagnosis, susceptible species, economic and public health impact, prevention and control methods and programmes). Focus on WOA-listed diseases, zoonotic diseases with serious public health implications, and other important diseases either impacting or with the potential to impact the major animal species of particular relevance to the country. Content may be distributed across other courses such as microbiology and immunology.
Pathology	Study of the nature of disease and its causes, processes, development and consequences. It including clinical, diagnostic, and anatomical pathology	General pathological principles and appropriate laboratory, necropsy and other hands-on experience. Mechanisms of cellular reaction to injury, inflammation, circulatory disturbances and neoplasia; pathogenesis of specific lesions and diseases of each organ system at the gross and microscopic level; diagnostic characteristics of diseases and interpretation of common findings; relationship of abnormal clinical laboratory data to specific organ dysfunctions. Diagnostic and prognostic value of pertinent laboratory tests; correct sample collection techniques and interpretation of results for common haematology and clinical chemistry assessments, urinalysis and cytology; and necropsy techniques, interpretation of findings of gross and histological examination of tissue specimens.

Subject	Definition	Content
Pharmacology and Toxicology	Veterinary pharmacology is the science and study of drugs of veterinary importance. Toxicology is the study of the nature, effects, and detection of poisons, including poisonous plants, and the treatment of poisoning	<p>General principles of drug action, including dose response; contribution of chemical properties to pharmacokinetics; species differences in response to drugs; adverse responses to drugs; mechanisms of drug resistance; comparisons of pharmacodynamics and pharmacokinetics among subtypes of important drug classes;</p> <p>Principles of, and legal requirements for, storing, dispensing and disposing of drugs appropriately (e.g., regulations governing prescription writing, drug withdrawal intervals for animals/animal products entering the human food chain); principles of therapeutic decision making (e.g., selection of appropriate drugs, evaluating the risks and benefits of drug treatment, monitoring course of therapy)</p> <p>Identification and mechanisms of action of toxic agents (including poisonous plants) of domestic relevance; diagnosis, treatment, and prevention of toxicoses; and principles of toxicity testing</p>
Clinical and diagnostic sciences	Development of entry-level skills in physical examination and laboratory diagnostic techniques and interpretation (including clinical pathology, diagnostic imaging and necropsy), disease prevention, biosecurity, therapy (including surgery and pharmacotherapeutics), patient management and care (including primary care, intensive care, emergency medicine, surveillance and isolation procedures) for individual animals, herds, flocks and other populations	<p>Hands-on and theoretical instruction in clinical skills and clinical reasoning in medicine, surgery, anaesthesiology, diagnostic imaging, and theriogenology.</p> <p>Course content provides access to clinical cases (clients and patients) and instruction to ensure development of entry level skills in: completing an appropriate physical examination; taking a complete history from a client; using clinical reasoning to develop differential and final diagnoses and diagnostic and treatment plans; patient management and care (including primary care, intensive care, emergency medicine, surveillance and isolation procedures); communicating effectively, both verbally and in writing, with clients, colleagues and support staff.</p> <p>Students should be able to apply these skills to multiple animal species.</p>
Herd health management and nutrition	Herd health management and nutritional needs of livestock and aquatic animal species	Principles of herd health management and nutritional needs of livestock and aquatic animal species; including development and maintenance of biosecurity measures, maintenance of animal hygiene, best practices in maintenance of medical records, prudent use of veterinary products, preventive medicine principles, application of principles of animal welfare and ethology, and assessment and mitigation of risk factors that contribute to incidence of disease and production inefficiencies. A variety of livestock and aquatic species should be covered, with a particular focus on animal species of domestic importance
National and international veterinary legislation	Principles of Public Policy, Veterinary Policy; Governmental Policy	Overview of the formulation and implementation of public policy at the local, national, regional and international levels through legislation, regulation and operational strategy. Relevant public policy related to veterinary medicine, animal and human health such as health inspections and certification, food safety, animal disease control, animal welfare and trade in animals and animal products should be addressed. Focus on domestic legislation and organisational structure
Public health	Veterinary public health and 'One Health'	<p>Basic principles of and programs within public health, to include environmental health and safety, food inspection and safety, and biological waste management</p> <p>One Health concept, defined as the 'collaborative effort of multiple health science professions, together with their related disciplines and institutions to attain optimal health for people, domestic animals, wildlife, plants, and our environment.'</p>
Food safety/ hygiene		Basic principles of food safety, including development and enforcement of laws and regulations impacting food animal processing industries and food consumers (e.g., traceability and ante- and post-mortem inspection and certification requirements); approaches to microbiological and physical foodborne hazard identification, testing and sampling; and foodborne hazard prevention and control. Focus should be on domestic practices and those impacting international trade. Must include hand-on instruction in abattoirs and/or food processing units

Subject	Definition	Content
Professional jurisprudence and ethics		Principles of codes of professional conduct and veterinary medical ethics and local and national laws and regulations governing the practice of veterinary medicine
Communication	Oral and written communication skills	Capacity for professional communication; the ability to acquire information from the owners of animals by direct interaction as well as retrieval of archival data from medical records, communication with colleagues, regulatory bodies and clients
Personal skills	Self-management skills Professional skills	Development of skills in identifying and meeting personal learning needs, maintaining well-being and professional relationships. Skills in application of professional ethics, delivery of professional services to the public, personal and business finances and management. An appreciation of the breadth of veterinary science, career opportunities and relevant information about the veterinary profession
Problem-solving skills		Skills in evidence-based diagnosis and clinical management; Data and information management skills

Appendix 2: Work-integrated learning (WIL)

1. Purpose of WIL

Work integrated learning (WIL) is an essential experiential component of veterinary education which aids the development of confident and capable veterinarians and prepares graduates for a successful transition to practice.

Students complete WIL in a number of different locations (VEE-owned/operated enterprises, contracted placements and external or extra-mural placements) to provide breadth of experience of professional operations.

WIL performs multiple essential roles in veterinary education:

- Experiential learning in authentic, complex, real-world settings
- Applying academic learning and practical skills to real workplace and clinical applications
- Development of professional skills, employability, and professional identity through interactions within professional teams and communities of practice
- Exposure to the breadth of veterinary practice types, settings and careers.

2. Definition of WIL

WIL is an immersive, supervised experience and differs from didactic clinical teaching. WIL occurs when students are actively engaged with workplace activities that involve animals, at animal management sites, veterinary clinics and other veterinary workplaces.

In the context of veterinary education, WIL is defined by the combination of the following criteria:

- an immersive learning experience in an **authentic work environment**
- supervision by a professional (e.g. a veterinary professional or paraprofessional) or person with relevant expertise (e.g. a farmer) in their usual work environment
- 'hands-on'/active **experiential learning** that is **participatory** not observational
- involvement in tasks, cases, problems or work **involving animals** in some way.

WIL experiences should be provided both in workplace settings controlled or contracted by the VEE (e.g., intramural WIL in a VEE teaching hospital or in a VEE-contracted practice), and in a range of workplace settings outside of the VEE-controlled or contracted learning environment (extramural WIL, also called Extramural Studies or EMS).

3. VEE-controlled or contracted WIL (intramural and contracted practice clinical rotations)

Clinical WIL in intramural (i.e. VEE teaching clinics) and/or VEE-contracted WIL forms the core of students' clinical capstone experience of VEE-supervised clinical practice. It comprises at least 20 weeks of the clinical phase of the program. It occurs in workplace settings (e.g. VEE teaching hospitals, clinics, ambulatory services) controlled by the VEE or its contracted partners. It may include structured learning activities (e.g. tutorials, case discussions, rounds) and assessments set by the VEE as part of the curriculum. However, the majority of this experience directly involves students in actively contributing to management of real cases or problems, including practical aspects of history-taking, skills development, diagnosis and treatment, clinical reasoning and decision-making, financial and economic considerations, and client communication.

Intramural and contracted-practice clinical WIL may include exposure to a range of referral or speciality-level practice, but the majority of the experience should be focused on problems commonly encountered in entry-level clinical practice in all of the main domestic species.

4. Extramural WIL (EMS)

Extramural WIL performs additional essential roles in veterinary education that may be difficult to replicate in VEE-controlled environments and university farms:

- it provides **broadening experiences** with exposure to a breadth of animal enterprises, veterinary work, workplaces, careers, professional teams, and ways of working
- it provides exposure to a range of animal handling, husbandry and care facilities, and to animals that may be less used to being handled than those in VEE-controlled settings
- it provides exposure to a **spectrum of veterinary care**, with the majority completed in **general practice** or primary care settings and exposes students to a continuum of acceptable evidence-based care across economically and culturally diverse contexts.
- it provides a **flexible, student-led** learning experience that allows students to pursue areas of interest relevant to their career goals, or areas in which further development is desired.

In addition to the WIL criteria above, extramural WIL (EMS) is defined by the following:

- it typically* occurs outside of the usual learning environments controlled by the VEE, including its farms, clinics, or contracted partners
- it does not involve structured or formal teaching by staff employed or contracted by the VEE
- it is not relied upon to deliver core curriculum or to assess core competences
- it is a flexible learning experience involving student choice of placement and learning outcomes.

(*Note: while referred to as 'extramural' because it typically occurs outside the VEE-controlled environment, extramural WIL experiences may be possible within VEE-controlled and contracted environments where similarly authentic, flexible broadening experiences are available and are relevant to students' career interests).

5. Types of WIL

WIL may be divided into clinical (where students are directly involved with diagnosis and treatment of patients), preclinical (where students assist the veterinary paraprofessional team in a veterinary practice), animal husbandry (where students work with animals on farms and other animal enterprises), and professional (non-clinical) WIL:

Animal husbandry WIL

Animal husbandry WIL occurs in a range of different animal enterprises (including small and large animal species, companion and production animals), supervised by a farmer or animal worker. Students are directly involved in handling animals, caring for animals and/or observing animal behaviour for the majority of their time. Students broaden their understanding of the operations of animal enterprises, animal husbandry procedures and develop skills in communicating with animal owners.

Preclinical WIL

Preclinical WIL occurs in veterinary practice settings, supervised by veterinary team members. It provides students with opportunities to become familiar with the operations of a veterinary practice, to gain skills in animal handling, patient nursing care, and to contribute as members of the veterinary support team.

Clinical WIL

Clinical WIL occurs in veterinary practice settings, supervised by a veterinarian. Students are directly involved in clinical decision-making and contribution to patient care as a member of a veterinary team. Students gain insight into financial decision-making in veterinary practice and develop communication skills relevant to veterinary practice.

Professional WIL

Professional WIL occurs in a relevant workplace or enterprise that is not clinically based or may not directly involve animal contact, but still under the supervision of a veterinarian in their usual work which is in some way related to animal health, welfare or animal-based problems.

6. Management of WIL experiences

WIL policy is controlled by the VEE and supported by processes and policy within the university. WIL is overseen, managed and assessed by the VEE to ensure quality, safety and integrity of the experiences.

WIL learning outcomes should be broadly defined by the VEE. For extramural WIL, the learning outcomes should be flexible and refined by students to meet their personal learning needs, career choices and interests. WIL should require students to reflect upon their personal choices, decisions and actions, and to critically appraise their appropriateness in a work context. WIL is an important step in the development of student capability and commitment to self-directed, lifelong learning. Students should develop and extend their skills and knowledge during clinical (extramural) WIL however all the required PLOs and D1Cs should be demonstrated in VEE-controlled clinical placements and settings.

7. AVBC WIL requirements

1. A minimum of **52 weeks of WIL** to be completed over the course of the veterinary program prior to graduation.
2. A minimum of **40 weeks of clinical WIL** are to be completed in the final clinical years before graduation, with at least **20 weeks occurring in VEE-controlled or contracted** clinical settings ('clinical rotations').
3. A minimum of **25 weeks of extramural WIL** are to be completed over the course of the program. Of these, at least **6 weeks** are to be completed as (extramural) **animal husbandry WIL** and at least **12 weeks** are to be completed as (extramural) **clinical WIL**.
4. A minimum of **12 weeks** are to be completed throughout the preclinical years of the program, as **animal husbandry** and **preclinical WIL**.
5. Extramural WIL placements should normally take place within an authentic workplace setting that is outside of the usual learning environment of the VEE or its contracted partners, except where the VEE or its partners are able to replicate a similarly authentic workplace setting achieving a similar flexible, broadening experience.
6. Clinical WIL placements are of at least 2 weeks duration. The length of each nominal 'week' should be primarily based on the provider's working week, with sensible discretion to account for public holidays, to allow for safe travel, or to accommodate other university commitments. Each nominal 'week' need not take place over consecutive days.
7. Students are guided to tailor their WIL learning outcomes and experience based on their learning needs and career interests.
8. The above are minimum requirements, and students who wish to exceed these should be supported to complete additional placements.

Summary of WIL requirement

	Preclinical Years of program		Clinical Years of program	Summary	TOTAL
	Animal Husbandry	Pre-clinical	Clinical		
VEE-controlled and VEE-contracted practice WIL	–	–	≥ 20 wks	≥ 20 wks	
Extramural WIL (EMS)	≥ 6 wks	–	≥ 12 wks	≥ 25 wks	
TOTAL	≥ 12 wks		≥ 40 wks		≥ 52 wks

Preclinical and Animal Husbandry WIL – at least 12 weeks

Preclinical and animal husbandry WIL takes place during the earlier years of the program to allow students to gain further experience in animal husbandry and handling in all common domestic species, in authentic working environments where animals may be less used to being handled than in university settings. Students should gain experience through direct, hands-on participation in tasks or work involving animals. Students will develop their professional and communication skills by working with clients, animal carers, veterinary support staff, farmers and animal owners.

- At least 12 weeks of preclinical and animal husbandry WIL is required, of which **at least 2 weeks** must take place in an extramural workplace setting of each of the following species/disciplines: **equine, production animals, and companion animals**. The remaining weeks should be flexibly undertaken in areas where a student has a particular interest, or where they feel it would be of benefit to them.
- Students must be thoroughly briefed on the health and safety aspects of handling animals, and only undertake pre-clinical/animal husbandry WIL for species where they have already demonstrated safe practice.
- Each preclinical and animal husbandry extramural WIL placement would normally be expected to last at least one week.
- The VEE may grant exemptions for up to 25% (3 weeks) of the animal husbandry and preclinical WIL requirement, in recognition of recent prior learning e.g. for students who have considerable animal handling experience gained on a previous course at tertiary level, or through directly relevant employment.

Clinical Extramural WIL – at least 12 weeks

Clinical extramural WIL placements provide opportunities for students to further develop their clinical, technical and professional skills that have been taught in VEE-controlled or contracted clinical settings, through experiential learning across a range of real workplace contexts. Clinical extramural placements take place during the clinical years of the veterinary program, prior to graduation.

- At least 12 weeks of clinical extramural WIL is required. Unlike preclinical/animal husbandry WIL, there is no stipulation of requirement for each species or placement type, other than that the majority should occur in general practice and primary care settings. Placements should be flexibly undertaken in areas where a student has a particular interest, or where they feel it would be of benefit to them.

14. Clinical extramural WIL should complement, rather than replace, intramural clinical learning. It is acknowledged that students may learn new techniques and acquire further knowledge whilst on clinical extramural placements, however the responsibility for formally teaching and students must still remain with the VEE.
15. Clinical extramural WIL placements should normally be expected to last at least two weeks (successively or cumulatively), to allow sufficient time for the development of effective mentoring relationships with the supervisor and workplace team.

Professional WIL

Professional (non-clinical) WIL placements provide opportunities for students to gain experience in veterinary workplace settings that may not directly involve animals. Examples include: administrative roles with professional bodies or government; veterinary businesses; veterinary diagnostic laboratories; veterinary Public Health roles; international veterinary aid projects where under veterinary supervision; animal welfare organisations; veterinary research laboratories.

16. WIL may occur in work placements that are not clinically-based or directly involving animals, if occurring under the supervision of a veterinarian engaged in relevant work.
17. Professional WIL may be taken in the preclinical or clinical phase of the program, to fulfil part of the WIL requirement. However, approval to complete a substantial amount of professional WIL (e.g. > 4 wks) at the expense of other types of WIL should be reserved for students demonstrating a genuine interest in a particular area of non-clinical work or research.

Appendix 3: Glossary

Term	Definition
Academic staff	Staff employed by the VEE for the primary purpose of instruction, research or professional service, typically with an academic rank and with appropriate post-graduate qualification and experience relevant to their role within the VEE.
Accredited	The status of a VEE that is considered by AVBC to be compliant with the AVBC Standards, normally for a 7-year period starting from the date of the last (full) Accreditation Visit
Accreditation Cycle	The 7-year cycle including the Accreditation Visit and the annual reporting process.
Accreditation Team	The team, appointed by the AVBC, that reviews the VEE's evidence against each standard during the review prior to, and during Accreditation Visit.
Accreditation Review	The initial review of the VEE's evidence against the accreditation standards which will shape the scope of the visit.
Accreditation Visit	The visit to the VEE to evaluate compliance with the AVBC standards; it will be tailored, and the scope decided on by the Accreditation Team following the initial review of evidence in the repository (i.e. focusing upon standards where more evidence or triangulation of evidence is required).
Adequate	Sufficient in quality and / or quantity to achieve intended purpose.
Annual reporting process	The annual process of data collection and reporting submitted by the VEE via the online repository, to VSAAC for review and assessment and interim data collection and submission when required.
Assessment	The systematic process of measuring and providing feedback on each student's progress, level of achievement or competence against defined criteria.
Assessment program	The aggregation of multiple measures of student knowledge, skills and abilities over time to inform judgments about progress. Assessment programs are constructed through blueprints which match assessment methods with outcomes. The program accommodates the inherent complexity of assessing professional competence in authentic contexts.
Clinical placement	A period of supervised clinical experience and learning in a veterinary professional setting, such as a veterinary practice or a government veterinary service. Collectively, clinical placements are planned and structured to enable students to achieve the Program Learning Outcomes in provision of primary care and preventative health care for common domestic species.
Collegial	A work or educational environment where responsibility and authority are appropriately and respectfully shared; within a community of practice, a positive, purposeful, pleasant and effective team environment characterised by common goals, shared experiences and efficient use of resources
Common domestic animals	Dogs, cats, horses, cattle, sheep/small ruminants, poultry, pigs
Compliant	Meets AVBC standard
Clinical WIL program	<p>A major component of the clinical curriculum that is mandatory and experienced by all students. It is undertaken in the final 2 years of the veterinary degree.</p> <p>It is provided as 2 different types of clinical placements:</p> <ul style="list-style-type: none"> i) VEE-controlled or contracted clinical placements. The teaching, learning and assessment in these placements ensures that D1Cs and PLOs are satisfactorily demonstrated by all students prior to graduation, and as ii) extramural clinical placements, usually in sites that are not VEE-controlled or contracted. The learning experiences in these placements provide students with flexibility and choice of experiences to meet their personal learning objectives and career interests and expose them to the breadth of veterinary practice. <p>The same standards apply for VEE-controlled and VEE-contracted placements and placement sites (see also WIL below).</p>

Term	Definition
Cultural competence	An awareness of cultural diversity and the ability to function effectively, and respectfully, when working with people of different cultural backgrounds (Health Nav NZ) ¹
Curriculum	The intended aims and objectives, content, assessment, experiences, outcomes and processes of a program, including a description of the structure and expected methods of learning, teaching, feedback and supervision.
Day One Competencies (D1Cs)	Essential clinical and professional skills expected of a veterinary graduate on veterinary program completion; from a clinical perspective, D1Cs may be defined as veterinary acts that a new graduate should be able to perform in an appropriately supportive environment.
Disability	A temporary or permanent condition that limits a person's movements, senses, activities or function.
Diversity	Acceptance and respect for differences such as race, ethnicity, religion, culture, personality, gender, sexual orientation, physical abilities, socioeconomic status, political beliefs or other ideologies. ²
Educators	Anyone teaching students in an official capacity, including academic staff, clinical staff and support staff.
Evaluation	The systematic process of assessing efficacy or suitability, e.g. of a program or learning experience
Evidence based veterinary practice	Veterinary practice based on best available evidence (e.g. peer reviewed research), professional experience and clinical reasoning, with consideration of client wishes and/or patient wellbeing
Extramural studies (EMS)	<p>Clinical and practical training undertaken off campus in non-VEE-controlled or contracted sites and supervised by non-academic, non-VEE staff (e.g. practitioners, farmers);</p> <p>EMS – placement at a site typically not used for VEE-controlled or contracted teaching activities.</p> <p>Animal husbandry EMS – placements in an animal management business, e.g. farm, stud or animal shelter, to provide student exposure to and experience of production systems, facilities, animal handling and animal behaviours beyond those provided in VEE-controlled facilities.</p> <p>Preclinical EMS – placements in veterinary practice, to provide student exposure to paraprofessional roles, nursing care and veterinary business operations.</p> <p>Clinical EMS – clinical placements [typically] to provide student experience of a breadth of veterinary practice and veterinary professional work, conducted at sites external to VEE-controlled or contracted practices.</p>
Equity	The provision of equivalent opportunities, support and access taking into consideration the differing needs of individuals.
Field services/ambulatory clinic	VEE-controlled or contracted clinical services provided off campus or on client facilities in which veterinary students receive supervised clinical training.
Fit for purpose	Appropriately equipped and resourced for intended outcomes, well-suited for designated role or function.
Head of VEE	The academic leader (e.g. dean, principal) responsible for the veterinary program and veterinary clinical operations.
Impairment	Diminished function or ability.
Inclusivity	Ensures all students and staff can access and fully participate in learning and/or professional development, supported by reasonable adjustments and strategies tailored to meet their individual needs. [adapted from NSW Education] ³
Information literacy	The ability to source, evaluate, use and create information effectively to achieve personal, social, educational and professional goals.

¹ <https://www.healthnavigator.org.nz/clinicians/c/cultural-competence/#:~:text=What%20is%20cultural%20competence%3F&text=Cultural%20competence%20requires%20an%20awareness,people%20of%20different%20cultural%20backgrounds.>

² From Jeffries, R. (Ed.). (2019). *Diversity, Equity, and Inclusivity in Contemporary Higher Education*. IGI Global. <https://doi-org.ezproxy.csu.edu.au/10.4018/978-1-5225-5724-1>

³ <https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/diversity-and-inclusion#:~:text=Inclusive%20education%20means%20that%20all,to%20meet%20their%20individual%20needs.>

Term	Definition
Learning environment	All physical and virtual learning spaces controlled by the VEE, including VEE-controlled or contracted sites.
Medical records	Records, including text, results and images, maintained for the systematic documentation of history, diagnosis, investigation and veterinary care provided to an individual patient or group of animals and treatment costs.
Non-animal teaching resources	Simulations, teaching models and other inanimate teaching materials that reduce, refine or replace the use of animals in teaching programs.
Non-Compliant	Failure to satisfy a standard to an extent likely to have more than minimal impact on the quality of student learning or safety.
Outcomes assessment	The process of collecting information that allows determination of the success of the VEE in achieving the stated and expected outcomes of services, activities and experiences offered.
Partially Compliant	Failure to satisfactorily meet a standard to an extent likely to have minimal or no impact on the quality of student learning or safety.
Program	The curriculum, content or syllabus, assessment and training that will lead, on successful completion, to awarding of a veterinary degree.
Program Learning Outcomes (PLOs)	The learning outcomes that the graduate must achieve prior to graduation.
Qualification level	Programs may lead to the award of an undergraduate (bachelor level) or postgraduate (master level) qualification. The AVBC applies the approved accreditation standards to the assessment and accreditation of all programs of study in veterinary science that lead to registration in Australia and New Zealand. There are separate national guidelines and frameworks relating to the academic expectations of programs at each qualification level and separate processes to audit and assess whether the program of study meets national qualification framework guidelines.
Quality enhancement	A formal, systematic and cyclical process of evaluation of a program, service or experience that is carried out by the VEE that determines the extent to which it is achieving its objectives; and uses these findings to inform initiatives to achieve ongoing improvement in outcomes.
Re-visit	A partial visit to determine whether standards that were identified as non-compliant during a previous Accreditation Visit have been corrected, or to evaluate concerns identified during annual Reporting or through other sources of information.
Spectrum of care	A continuum of acceptable veterinary [or patient] care founded on available evidence-based practice that remains responsive to client expectations and financial limitations, thereby successfully serving an economically diverse clientele.
Staff	Academic, professional, administrative and other support staff, employed, honorary or adjunct to the VEE.
Stakeholder	Stakeholders encompass: <ul style="list-style-type: none"> internal stakeholders to the VEE. Includes; veterinary students and those contributing to the design and delivery of training and education, e.g., program directors, academic staff, clinical supervisors and program committees; external stakeholders who contribute directly to training and education such as at placement sites; other external stakeholders with an interest in the process and outcomes of veterinary training and education e.g., veterinarians, regulatory authorities, veterinary professional associations, other para-professions, veterinary consumers, animal health and welfare organisations, Aboriginal and Torres Strait Islander peoples in Australia and Māori people in New Zealand.
Supervisor	A person with expertise, recognized by the VEE, and trained in supervision, who guides the student's experience and training. The supervisor's training and education role will be defined by the VEE, and may encompass educational, support and organisational functions.
Support staff	Staff employed by the VEE to support delivery of teaching, service and/or research.
Sustainability	The ability to be maintained at a certain rate or level; may be used in relation to environmental consideration, or to overall operation of the VEE.
Tailored	Adjusted in scope, focus and/or duration.

Term	Definition
Unit of study	A discrete component within a veterinary program, which has a credit point value, learning activities, outcomes and assessment.
Veterinary Education Establishment (VEE)	A major administrative division of the university that manages and delivers the veterinary program.
VEE- contracted partnerships	Partnerships with veterinary practices external to the VEE to provide clinical placements. These sites are responsible for teaching, learning and assessment of D1Cs and PLOs. These partnerships are defined by a contract, memorandum of understanding or other formalised agreement.
VEE-controlled placement sites	Veterinary practice sites (VEE owned, operated or controlled) that are responsible for teaching, learning and assessment of D1Cs and PLOs.
Visit Report	A document prepared by the Accreditation Team, corrected for factual errors and finally issued by AVBC; it contains, for each AVBC standard, findings, comments, suggestions and statements on compliance, non-compliance or partial compliance.
Work integrated learning (WIL)	<p>Activities involving student placement in relevant work-based environments to facilitate integration of theory with the meaningful practice of work as an intentional component of the curriculum;⁴</p> <p>WIL is participatory and not observational. Students are actively engaged in authentic workplace activities to an extent that is appropriate to the context.</p> <p>Veterinary students undertake WIL as: i) animal husbandry extramural placements, ii) pre-clinical extramural placements and iii) clinical placements. WIL occurs in VEE-controlled and/or contracted sites, and at extramural sites.</p>
WOAH	World Organisation for Animal Health (founded as OIE, Office International des Epizooties).

⁴ Adapted from *Journal of Work Integrated Learning* <https://www.ijwil.org/defining-wil>

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