



ACCREDITATION
STANDARDS
VERSION 1, 2024

INTERNATIONAL STANDARDS MAP

FINAL DRAFT

Effective 1 January 2024. Mapped February 2023



International Standards Map

In this document, the new AVBC Accreditation Standards have been mapped against international accreditation standards, to aid their implementation in veterinary curricula.

STANDARDS MAPPED:

- **RCVS:** RCVS Standards and Guidance for the Accreditation of Veterinary Degree Programmes 2023 (published February 2023) – www.rcvs.org.uk/setting-standards/accrediting-primary-qualifications/accrediting-veterinary-degrees/accreditation-standards/
- **AVMA:** AVMC COE accreditation policies and procedures (June 2022) – www.avma.org/education/center-for-veterinary-accreditation/accreditation-policies-and-procedures-avma-council-education-coe/coe-accreditation-policies-and-procedures-principles
- **EAEVE:** Draft E ESEVT SOP 2023 13 February 2023

AVBC 2024 v1	Subject	New 2024 AVBC Standard	RCVS #	New 2023 RCVS Standard	AVBC old V9 2021	Old AVBC standard	AVMA #	Current AVMA standard	EAEVE #	EAEVE ESEVT SOP 2023
AVBC Domain: Governance and Quality Enhancement Academic governance and quality improvement processes are effective. The VEE has a well-governed, well- managed and well-led professional environment, that supports students and staff.										
Governance										
1.1	Autonomy	The VEE is part of a nationally accredited institute of higher education and has the autonomy and accountability required to ensure the quality of the veterinary program.	3.1	The school must be part of an accredited institution of Higher Education and be recognised and autonomous within that institution with accountability for the quality of the veterinary programme (including the RCVS standards being met).	1.1	The school must be a major administrative division of a registered higher education provider or have legal recognition by the jurisdiction in which it is located. It must have the same recognition, status and autonomy as other professional programs in the higher education institution.	1	An accredited college of veterinary medicine must be a part of an institution of higher learning accredited by an organization recognized for that purpose by its country's government. A college may be accredited only when it is a major academic administrative division of the parent institution and is afforded the same recognition, status, and autonomy as other professional colleges in that institution.	1.2	The VEE must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country.
1.2	Mission	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.	2.1	See below	1.1	The school must be able to obtain and direct resources to achieve its mission.	1	The college must develop and follow its mission statement.	1.1	The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG Standards, of adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning. The VEE must develop and follow its mission statement which must embrace the ESEVT Standards.
1.3	Strategic planning	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.	2.1	The school demonstrates effective strategic & operational planning, including evidence that goals are being achieved in a timely manner.	1	The school must have a strategic plan and an operating plan.			1.3	The VEE must have a strategic plan, which includes a SWOT analysis of its current activities, short- and medium-term objectives, and an operating plan with a timeframe and indicators for its implementation. The development and implementation of the VEE's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.
1.4	Finance	Finances are sufficient to sustain the education programs and operation 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.	3.4	Finances must be reviewed regularly in line with strategic plans and be sufficient to sustain and enhance all aspects of the veterinary programme(s) for the duration of all current cohorts, including teaching and learning, infrastructure, teaching resources and students / staff support.	2	Finances and financial management expertise must be shown to be adequate to sustain the veterinary educational program and implement the veterinary school's mission. The school and university must provide reasonable evidence to AVBC that finances to sustain the veterinary program are secure for the next 7 years. Clinical services, field services and teaching hospitals, whether owned by the school or an outside provider, must function as instructional resources. The essential requirement for clinical instruction must prevail when balanced against the need for financial self-sufficiency of clinical and teaching services.	2	Finances must be adequate to sustain the educational programs and mission of the college. Colleges with non-DVM undergraduate degree programs must clearly report finances (expenditures and revenues) specific to those programs separately from finances (expenditures and revenues) dedicated to all other educational programs. Clinical services, field services, and teaching hospitals must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations.	2.1 2.2 2.3	Finances must be demonstrably adequate to sustain the requirements for the VEE to meet its mission and to achieve its objectives for education, research and services. The description must include both expenditures (separated into personnel costs, operating costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources). Clinical and field services must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations. The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards. Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.

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1.5	Governance, management and lines of responsibility	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. Staff contribute to decision-making in the VEE.	3.7	The school must have effective and transparent educational governance systems, with formal committee structures, which develop and continually monitor, assure, and enhance the quality of veterinary education and the student experience across all aspects of the programme.	1.2	The governance of the school and its management structures and functions must be defined and understood by all stakeholders. This definition must encompass the school's internal relationships, relationships with the university and with the school's external providers. The composition, terms of reference, powers, reporting relationships, representation of relevant groups, and decisions must be documented for all committees and delegated authorities. The school's organisational structure must ensure that staff, students and key stakeholder groups have the opportunity to contribute to the school's direction and decision-making processes.			1.2 9.4	The decision-making process, organisation and management of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards. Staff must have the opportunity to contribute to the VEE's direction and decision-making processes.
1.6	Student representation	Students are represented on all relevant committees of the VEE.				See 1.2 (immediately above).				
1.7	Risk management	The VEE has systems in place to identify, monitor and promptly address risks to, and concerns about, any aspect of the veterinary program.	2.2	The school must have a system in place to identify, actively monitor and address risks to any aspect of the vet programme.	1.2	Governance and management of risk assessment, workplace health and safety, statutory obligations and human resources, animal care and management policies must be at best practice standards as applied in Australia and New Zealand (e.g. those set by AICD or the NZ Institute of Directors). The school must provide evidence that it quickly and effectively manages concerns about, or risks to, the quality of any aspect of the veterinary program.			4.9	Operational policies and procedures (including biosafety, biosecurity, good laboratory practice and good clinical practice) must be taught and posted (in different languages if the curriculum is taught in them) for students, staff and visitors and a biosafety/biosecurity manual must be developed and made easily available for all relevant persons. The VEE must demonstrate a clear commitment for the delivery and the implementation of biosafety and biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including a regular monitoring of the feedback from students, staff and clients.
1.8	Core partnerships	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.			1.2	The school must be able to assure the AVBC of the continuity of core partnerships for curriculum delivery.	3	An accredited college must maintain an on-campus veterinary teaching hospital(s), or have formal affiliation with one or more off-campus veterinary hospitals used for teaching.	4.4	The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceeding the best available clinics in the private sector. The VTH and any hospitals, practices and facilities which are involved with the core curriculum must be compliant with the ESEVT Standards and meet the relevant national Veterinary Practice Standards.
1.9	Non-core external sites	Sites used for student placements have documented agreements with the VEE, which specify learning outcomes and include arrangements for student insurance and workplace safety. The VEE ensures that the learning environment is safe, supportive and suitable to the needs of each student.						See above		

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Leadership										
2.1	Head of VEE	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.	3.3	The head of school or dean must be an MRCVS. They must have appropriate knowledge and expertise of the veterinary profession, academic affairs and leadership, and have control over the budget for the veterinary program.	1.1	The Dean, Head or Principal must be a locally registered veterinarian and must be able to obtain and direct resources for the veterinary program.	1	The chief executive officer/dean must be a veterinarian. This individual must have overall budgetary and supervisory authority necessary to assure compliance with accreditation standards.	1.2	The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and teaching affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree
2.2	Head of VTH and clinical teaching	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).			1.1	The staff member responsible for the professional, ethical and academic conduct of the school's clinical teaching hospital(s) must also be a locally registered veterinarian. Where a distributed teaching model is used for clinical education, a university staff registered veterinarian must have oversight of all clinical education provided.	1	The officer(s) responsible for the professional, ethical, and academic affairs of the veterinary medical teaching hospital(s) or equivalent must also be (a) veterinarian(s).		See above
Quality assurance and enhancement										
3.1	QE	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 3.8	The school demonstrates a commitment to continuous quality improvement across all accreditation standards and aspects of the programme, informed where possible by measurable outcomes and stakeholder engagement. The VEE has robust mechanisms for quality assurance and improvement, which are embedded into policy and processes, which routinely gather data to demonstrate that organisational and educational objectives are being met and opportunities for improvement are identified and responded to.	12	The school must also use and present a process for the continuous improvement of the quality of the veterinary program. The school must have mechanisms to gather data, on a regular and routine basis, to demonstrate that its institutional and educational objectives are being met. Specifically, the school must provide evidence that its mission is being achieved; strategic goals are appropriate; progress is being made towards achieving those goals; and veterinary program is subject to internal and external evaluation and validation processes by long feedback loops (e.g. graduate destination surveys, employment rates and employer surveys) in addition to the short loops (e.g. unit of study evaluations) required under Standard 9.	11	Outcomes of the veterinary medical degree program must be measured, analyzed, and considered to improve the program.	1.4 1.7 10.4	The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and QA within the VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality. The VEE must undergo external review through the applying ESEVT on a cyclical basis. Evidence must be provided of such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process. The VEE must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the study programme

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3.2	Graduate outcomes data	The VEE has a system in place to gather outcomes data on recent graduates to ensure the DICs and learning outcomes of the program result in relevant entry-level competency.	3.11	See 3.8. The school must regularly review curricula, using available quality assurance data and feedback from students, educators and stakeholders, to ensure standards are being met and maintained.	12	The school must provide evidence that all of its graduates have (or for a new school, will have) achieved the level of competence required of an entry-level veterinarian (AVBC Attributes of Veterinary Graduates and RCVS Day 1 competences) and the program's stated learning outcomes. Direct observation to assess student competence in relevant skills must be used widely. Procedures must be established to review this evidence and demonstrate implementation of change on the basis of such review. In the case of a school that has yet to produce graduates, evidence must be presented to provide AVBC with reasonable assurance that the school's program outcomes will be achieved. Evidence such as how achieving the desired outcomes has been addressed in the program to date and the measures to be taken in the remainder of the program to ensure their achievement by the completion of the veterinary degree are required.	11	New graduates must have the basic scientific knowledge, skills, and values to provide entry-level health care, independently, at the time of graduation. Student achievement must be included in outcome assessment. The college should have in place a system to gather outcomes data on recent graduates to ensure that the competencies and learning objectives in the program result in relevant entry level competencies.		
3.3	VEE stakeholder engagement	Internal and external stakeholders contribute to review processes relating to quality enhancement. Outcomes of review processes are communicated to relevant stakeholders.	3.9	Mechanisms for quality assurance and improvement must encompass both internal and external review and data collection and analysis.	1.2 12	The school's organisational structure must ensure that staff, students and key stakeholder groups have the opportunity to contribute to the school's direction and decision-making processes. Outcomes of the review process must be communicated to relevant internal and external stakeholders.	11	Data must be collected from both graduates and employers of graduate and evaluated.	1.5	The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme. The VEE's website must mention the VEE's ESEVT status and its last Self-Evaluation Report and Visitation Reports must be easily available for the public
3.4	Contemporary developments	The VEE responds to contemporary developments in veterinary practice and professional education.					9	There must be sufficient flexibility in curriculum planning and management to facilitate timely revisions in response to emerging issues, and advancements in knowledge and technology.	1.6	The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data. Evidence must be provided that the QA loops are fully closed (Plan Do Check Adjust cycles) to efficiently enhance the quality of education. Any action planned or taken as a result of this data analysis must be communicated to all those concerned.

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Professional environment										
4.1	Professional culture	The VEE actively promotes and maintains a learning and workplace culture that is collegial, equitable, inclusive, free of discrimination, and that reflects wider societal expectations. The VEE investigates and learns from mistakes and takes action to address concerns.	2.3. 2.4 2.5	The school can demonstrate a culture which is inclusive, actively seeking and responding to feedback from stakeholders, and involving them in decisions relating to programme development, delivery, and enhancement. The school must actively promote and maintain a culture that does not discriminate and enhances diversity, consistent with applicable law. Diversity may include, but is not limited to, race, religion, ethnicity, age, gender, gender identity, sexual orientation, cultural and socioeconomic background, national origin, and disability. The school must demonstrate a positive learning culture that investigates, reflects, and learns from mistakes and adopts effective reporting mechanisms and sharing of best practice. Students and staff should feel safe in raising and reporting concerns, and these must be dealt with effectively.			1	The college must create and promote an institutional structure and climate that does not discriminate and seeks to enhance diversity, equity and inclusion, consistent with applicable law. Diversity may include, but is not limited to, race, color, religion, ethnicity, age, gender, gender identity, sexual orientation, first language, cultural and socioeconomic background, national origin, tribal membership, citizen status and disability.		
4.2	Professional conduct	The VEE holds staff to high levels of ethical and professional conduct.	2.4	There must be reporting mechanisms in place for any individual to raise concerns about discrimination and harassment. Universities must be prepared to withdraw from teaching contracts with partner practices/ organisations if they fail to respect the guidance for this standard.			4	Experience can include exposure to clinical education at off-campus sites, provided the college regularly, via in-person or virtual interpersonal communication with students and off-campus instructors reviews and monitors these clinical experiences and educational outcomes.	1.4	The VEE must have a policy for academic integrity, i.e. the expectation that staff and students act with honesty, trust, fairness, respect and responsibility.
4.3	Student conduct	Students are made aware of the high standards of professional conduct expected of veterinarians and are held accountable to these standards while enrolled in the VEE.	4.7	Students must be actively supported to develop resilience, self-reflection and professional values in line with the RCVS Code of Professional Conduct and must not be subject to behaviour which undermines their professional confidence, performance or self-esteem at any sites where teaching and / or learning takes place.						See above
4.4	Sustainability	The VEE and its staff demonstrate responsible and environmentally sustainable practice and use of resources.	2.6	The school must demonstrate a commitment to environmental sustainability, including consideration of the impact of delivering the programme on the environment.						See 4.3

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4.5	Reporting concerns, requests	Staff and students can effectively and safely convey their concerns, needs and wants to the VEE. The VEE considers and acts upon their feedback and requests.	4.9 4.14 4.15	Effective processes must be in place by which students can convey their needs and wants to the school. The school must demonstrate how student feedback is considered and acted upon. The school must have in place effective processes for the resolution of student grievances. School policies for managing appeals against decisions, including admissions, academic and progression decisions, must be transparent and publicly available.	6 7.6	There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment). Mechanisms must be in place by which students can convey their needs and wants to the School. Policies for managing appeals against academic decisions, including admissions and progression decisions, must be transparent and publicly available.			7.8	Mechanisms must be in place by which students can convey their needs and wants to the VEE.
4.6	Compliance with standards	The VEE provides a mechanism for students and staff, anonymously if they wish, to offer suggestions, comments, and complaints regarding the compliance of the VEE with the AVBC standards for accreditation.	4.10 5.6.	The school must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments, and complaints regarding the compliance of the school with the RCVS standards for accreditation and that Day One Competences are being met. All such feedback from students must be reported to the RCVS as part of the annual report. The school must provide staff with a mechanism, anonymously if they wish, to offer suggestions, comments, and complaints regarding compliance of the school with the RCVS standards for accreditation and that Day One Competences are being met. All such feedback from staff must be reported to the RCVS as part of the annual report.	6	Each school must provide students a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding compliance of the school with the AVBC standards for accreditation. This feedback must be made available to AVBC as part of the Annual Report.	6	Each accredited college must provide a mechanism for students, anonymously if they wish, to offer suggestions, comments, and complaints regarding compliance of the college with the Standards of Accreditation. These materials shall be made available to the Council annually.	7.8	The VEE must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding compliance of the VEE with national and international legislation and the ESEVT Standards.
AVBC Domain: Learning Environment										
All aspects of the spaces, infrastructure, physical, animal and digital resources used in the program, provide an effective environment conducive to learning.										
Facilities, resources and equipment										
5.1	Infrastructure and resources	All aspects of the facilities, infrastructure, physical and digital resources used in the program provide an environment conducive to learning.	1.1	The spaces, infrastructure, physical and digital resources across the programme must provide an effective and safe learning and teaching environment, support student welfare, and meet the needs of educators and support staff.	3	All aspects of the physical facilities must provide an environment conducive to learning	3 5	All aspects of the physical facilities must provide an appropriate learning environment. Safety of personnel and animals must be a high priority. Offices, workspaces, laboratories, toilets, and locker rooms must be sufficient for the needs of the students, faculty, and staff. Timely access to information resources and information professionals must be available to students and faculty at core training sites. The college must have access to up-to-date human, digital, and physical resources for retrieval of relevant veterinary and supporting literature and for development of instructional materials, and provide appropriate training and technical support for students and faculty.	4.1 3.2 6.1	All aspects of the physical facilities must provide an environment conducive to learning, including internet access at all relevant sites where theoretical, practical and clinical education takes place. The VEE must provide proof of a QA system that promotes and monitors the presence of an teaching environment highly conducive to learning including self-learning. State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. Learning resources must be suitable to implement teaching facilities to secure the 'never the first time on a live animal' concept

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5.2	Learning environment adequacy	Learning spaces are adequate in number and size for the cohort, accessible (including disability access), fit for purpose and appropriately equipped.		See 1.1	3	Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number, size and equipped for the instructional purposes and must be well maintained. Offices, teaching preparation and research laboratories must be sufficient for the needs of the academic and support staff.	3	Experience can include exposure to clinical education at off-campus sites, provided the college regularly, via in-person or virtual interpersonal communication with students and off-campus instructors reviews and monitors these clinical experiences and educational outcomes.	4.2	Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number, size and equipped for the instructional purposes and must be well maintained. The facilities must be adapted for the number of students enrolled. Offices, teaching preparation and research laboratories must be sufficient for the needs of the teaching and support staff to support their teaching and research efforts.
5.3	Learning environment safety, compliance	Learning spaces provide a safe, clean, and well-maintained environment, are monitored for hazards, and comply with all relevant jurisdictional legislation.	1.2	The learning environments across the programme must ensure the health and safety of students, staff and animals and comply with all relevant jurisdictional legislation including health, safety, biosecurity and UK animal welfare and care standards.	3 3.1	Facilities must comply with all relevant jurisdictional legislation including health, safety, biosecurity and animal care standards in Australia and New Zealand, or if located outside of these countries, meet the minimum Australian and New Zealand standards. Operational policies and procedures (such as emergency procedures, first aid procedures, restrictions to access, environmental dangers, isolation procedures) must be posted as notices for staff, visitors and students.	3	Operational policies and procedures must be posted in appropriate places. Standards related to providing an adequate teaching environment and safety of personnel and animals shall apply to all teaching hospitals and core training sites.	4.1	Facilities must comply with all relevant legislation including health, safety, biosafety, biosecurity, accessibility to people including students with a disability, and EU animal welfare and care standards.
5.4	Building and equipment maintenance	The VEE has a schedule and resources which are used to monitor, maintain, service and upgrade the buildings and equipment required for the veterinary program.	1.3 1.6	All learning environments (within the school and off-site) must be quality assured to ensure appropriate standards of teaching, support and learning outcomes are achieved. There must be sufficient up-to-date and well-maintained learning and teaching equipment to support the programme effectively, readily accessible by students.	3 2	The university must have a clear strategy and program for maintaining and upgrading its buildings and equipment. Sufficient funds must be allocated for the acquisition and maintenance of buildings and equipment.			4.1	The VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment
5.5	Clinical learning sites	All clinical learning facilities (i.e., those controlled or contracted by the VEE; on- or off-campus) provide standards of veterinary care appropriate to the clinical setting and an effective learning environment (which includes dedicated student spaces and internet access).	1.4 3.13	The learning environments across all aspects of the programme must demonstrate good practice standards and promote high standards of animal husbandry and care at all times. The school must have effective processes in place to ensure that a continual commitment to student learning and teaching is demonstrated within all locations where clinical teaching takes place.	3 3.1	The institution's' livestock facilities, animal housing, core clinical teaching facilities and equipment must: be sufficient in capacity, be of a high standard and well maintained (eg be compliant with NHMRC code), be fit for purpose, promote best husbandry, welfare and management practices, ensure relevant biosecurity and biocontainment, be designed to enhance learning. Distributed core clinical sites must provide dedicated learning spaces including adequate internet access. The School must ensure students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: pharmacy, diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services and necropsy facilities.	3 4	Facilities for the housing of animals used for teaching and research shall be sufficient in number, properly constructed, and maintained in a manner consistent with accepted animal welfare standards. Adequate teaching, laboratory, research, and clinical equipment must be available for examination, diagnosis, and treatment of all animals used by the college. Experience can include exposure to clinical education at off-campus sites, provided the college regularly, via in person or virtual interpersonal communication with students and off campus instructors reviews and monitors these clinical experiences and educational outcomes. Further, such clinical experiences should occur in a setting that provides access to subject matter experts, reference resources, modern and complete clinical laboratories, advanced diagnostic instrumentation and ready confirmation (including necropsy). Such examples could include a contractual arrangement with nearby practitioners who serve as adjunct faculty members and off-campus field practice centers.	4.4	Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that the standard of education and clinical research is compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by teaching staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures. For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH. The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceeding the best available clinics in the private sector. The VTH and any hospitals, practices and facilities which are involved with the core curriculum must be compliant with the ESEVT Standards and meet the relevant national Veterinary Practice Standards.

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5.6	Isolation facilities	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.	1.9	Appropriate isolation facilities/ provision must be available at all sites where clinical instruction is delivered, or be able to be supplied when needed, to meet the need for the isolation and containment of animals with communicable diseases. Students must receive instruction within this environment on how to provide for animal care in accordance with accepted best practice for prevention of spread of infectious agents.	3.1	Appropriate isolation facilities must be provided in all core teaching hospitals to meet the need for the isolation and containment of animals with communicable diseases and operated to provide for animal care in accordance with accepted modern methods for prevention of spread of infectious agents.			4.6	Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for prevention of spread of infectious agents, animal care and student training. They must be adapted to all animal species commonly handled in the VTH. When permanent isolation facilities are not available in any of the facilities used for clinical training, the ability to provide such facilities and the procedures to use them appropriately in an emergency must be demonstrated during the visitation.
5.7	Diagnostic equipment	Students have access to a broad range and sufficient standard of teaching, diagnostic and therapeutic facilities and equipment; including pharmacy, dentistry, diagnostic imaging, anaesthesia, clinical and anatomical pathology, intensive/ critical care, surgeries, treatment facilities, ambulatory services and necropsy facilities for the main domestic animal species.	1.7	The school must ensure students have access to a broad range of diagnostic and therapeutic facilities, of sufficient standard and in number to enable learning outcomes to be met and achievement of the RCVS Day One Competences.		See 3.1.	3 4	Appropriate diagnostic and therapeutic service components must be present to meet the expectations of the practice type. These include, but are not limited to, pharmacy, diagnostic imaging, diagnostic support services, isolation facilities, intensive/ critical care, ambulatory/field service vehicles, and necropsy facilities in the teaching hospital(s) and/or facilities that provide core clinical training. A supervised field service and/or ambulatory program must be maintained in which students are offered multiple opportunities to obtain clinical experience under field conditions.	4.5	The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: clinical skills laboratory, diagnostic imaging, clinical pathology, anaesthesia, surgeries and treatment facilities, intensive/ critical care, ambulatory services, pharmacy and necropsy facilities.
5.8	Equipment for skills development	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.	1.13	Students and educators must have timely access to non-animal resources relevant to the programme.	5	It will demonstrate how the use of these resources is aligned with the pedagogical environment and learning outcomes within the program and have mechanisms in place to evaluate the teaching value of innovations in learning resources.			4.5 6.3	Procedures and facilities should also be available for soft skills training, e.g. communication skills training through role-play. The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, as well as facilities and equipment for the development of procedural skills (e.g. clinical skills laboratory). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme and have mechanisms in place to evaluate the teaching value of changes in learning resources.

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5.90	Information resources	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.	1.12	Students and educators must have timely access to literature and information resources relevant to the programme. An appropriately qualified individual must be available to support students and educators in the effective retrieval of information.	5	Libraries and information retrieval are essential to veterinary medical education, research, public service, and continuing education. Timely access to information resources, whether through print, electronic media or other means, must be available to students and faculty. The library must be administered by a qualified librarian. The school must have access to the human and physical resources necessary for development of instructional materials. The school must provide students with unimpeded access to information resources which include scientific and other relevant literature, internet and internal study resources, and equipment for the development of procedural skills (e.g. models).	5	Timely access to information resources and information professionals must be available to students and faculty at required training sites. The college must have access to up-to-date human, digital, and physical resources for retrieval of relevant veterinary and supporting literature and for development of instructional materials, and provide appropriate training and technical support for students and faculty.	6.1 6.2	When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students, together with basic English teaching if necessary. Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by a qualified IT person, an e-learning platform, and the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students. The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).
5.10	Research Facilities	Facilities, resources and equipment are available for staff and students to undertake high quality research.		See 1.1	11	See 3 The veterinary school must demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary degree program through research-led teaching.	10	The college must maintain substantial research activities of high quality that integrate with and strengthen the professional program. Continuing scholarly productivity within the college must be demonstrated and the college must provide opportunities for any interested students in the professional veterinary program to be exposed to or participate in on-going high-quality research.	4.2 10.1	Offices, teaching preparation and research laboratories must be sufficient for the needs of the teaching and support staff to support their teaching and research efforts. The VEE must demonstrate significant and broad research activities of teaching staff ... The research activities must include veterinary basic and clinical sciences. Evidence must be provided that most teaching staff are actively involved with research programmes (e.g. via research grants, publications in congress proceedings and in peer-reviewed scientific journals).

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AVBC Domain: Curriculum and Assessment										
Oversight, management										
7.1	Curriculum outcomes	The veterinary curriculum is designed, resourced and delivered to ensure that all students have, by graduation, achieved Program Learning Outcomes (PLOs) and the AVBC and WOAHS D1Cs. The curriculum is aligned to the mission of the VEE.	6.1	Veterinary programmes must be designed and delivered to ensure that students, upon graduation, have achieved the programme learning outcomes (targeted at FHEQ level 7 or equivalent) and the RCVS Day One Competences.	9	The curriculum must be designed, resourced and managed to ensure all graduates understand the biological principles and processes of veterinary significance, meet AVBC Graduate Attributes and RCVS Day 1 competences, and have skills that are consistent with the mission of the school.			3.1	The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1.
7.2	Curriculum management	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 academic staff and the committee includes student representation.	3.7	The school must have effective and transparent educational governance systems, with formal committee structures, which develop and continually monitor, assure, and enhance the quality of veterinary education and the student experience across all aspects of the programme.	1.1 9.1	Clear and direct lines of responsibility for delivering and resourcing the curriculum must be evident. The school must have a formally-constituted committee, with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The majority of the members of the committee must be full-time academic staff and it must include student representation.	9	The curriculum in veterinary medicine is the purview of the faculty of each college, but must be managed centrally based upon the mission and resources of the college. The curriculum must be guided by a college curriculum committee.	3.4	The VEE must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must: determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum; oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes; perform ongoing reviews and periodic in-depth reviews of the curriculum (at least every seven years) by involving staff, students and stakeholders; these reviews must lead to continuous improvement of the curriculum. Any action taken or planned as a result of such a review must be communicated to all those concerned; identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.
7.3	Assessment oversight	A formally constituted group within the VEE has overall responsibility for the assessment strategy, including moderation processes.		See 3.7 above	9.1 10.1	The committee must determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum. The institution must ensure that there is a clearly identified structure within the school showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the program towards entry level competence.			8.1	The VEE must ensure that there is a clearly identified structure within the VEE showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry-level competence
7.4	Curriculum review	Revisions of the curriculum are undertaken on a timely and ongoing basis and the curriculum is reviewed as a whole at least every 7 years. Quality assurance data and feedback from students, educators and stakeholders are considered in the review process, as well as emerging issues and advancements in knowledge and technology.	3.11	The school must regularly review curricula, using available quality assurance data and feedback from students, educators and stakeholders, to ensure standards are being met and maintained.	9.1 12	The committee must oversee quality assurance of the curriculum; regularly review the curriculum and, where necessary, make changes; review the curriculum as a whole at least every seven (7) years. The school must also use and present a process for the continuous improvement of the quality of the veterinary program.	9	There must be sufficient flexibility in curriculum planning and management to facilitate timely revisions in response to emerging issues, and advancements in knowledge and technology. The curriculum as a whole must be reviewed at least every seven (7) years. Curriculum evaluations should include the gathering of sufficient qualitative and quantitative information to ensure the curriculum content provides current concepts and principles as well as instructional quality and effectiveness.		See 3.4 above

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Educational design										
8.1	Education design	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.	6.3	Veterinary programmes must be underpinned by pedagogical theory or based on best educational practice, involving input from educators, students, employers and other relevant stakeholders, and subject to regular evaluation and review.	9.1	The committee must determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum; oversee quality assurance of the curriculum.			3.2	Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.
8.2	Aligned curriculum	The curriculum provides a cohesive framework in which the learning outcomes, teaching, learning and assessment strategies of each unit of study and of the program as a whole are aligned and support the development of the knowledge, skills and attributes of a veterinarian.	6.5	The curriculum must describe appropriate learning outcomes which represent and effectively align the required knowledge, skills, and behaviours of a veterinary surgeon with teaching, learning and assessment activities within a cohesive framework.	10.3	Program learning outcomes covering the full range of professional skills and attributes must form the basis for assessment design and underpin decisions on progression.			3.2	Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students.
8.3	PLOs	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.			9	The learning outcomes for the program must form a cohesive, well-articulated framework which: underpins and ensures the effective alignment of all content, teaching, learning and assessment activities of the degree program; forms the basis for explicit statements of the objectives and learning outcomes of individual units of study; are communicated to staff and students; and are reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.			3.3	Programme learning outcomes must: ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework; include a description of Day One Competences; form the basis for explicit statements of the objectives and learning outcomes of individual units of study; be communicated to staff and students; be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.
									8.3	Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.
8.4	Research: teaching nexus	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.	6.21	The school demonstrate a commitment to research led teaching throughout the veterinary programme.			10	The college must maintain substantial research activities of high quality that integrate with and strengthen the professional program. Continuing scholarly productivity within the college must be demonstrated and the college must provide opportunities for any interested students in the professional veterinary program to be exposed to or participate in on- going high-quality research.	10.1	The VEE must demonstrate significant and broad research activities of teaching staff that integrate with and strengthen the study programme through research-based teaching

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8.5	Postgrad, research programs	The VEE provides advanced postgraduate degrees and programs (which may include PhD, internships, residencies) that complement and strengthen the veterinary program and are relevant to the needs of the profession and society.	1.14	Veterinary schools must establish post-graduate programmes such as internships, residencies and advanced degrees (e.g.MSc, PhD), that enrich, complement and strengthen the professional programme.	6 11	<p>Veterinary schools should establish post-graduate programs such as internships, residencies and advanced degrees (e.g., MSc, PhD), that complement and strengthen the professional program.</p> <p>Veterinary schools must provide advanced postgraduate degree programs, internships, residencies and continuing education programs that complement and strengthen the veterinary degree program and are relevant to the needs of the profession and community. Any programs, and the numbers of students in them, must be commensurate with the facilities, clinical and other resources and staff. This standard covers all training provided by the veterinary school other than the registerable veterinary degree such as postgraduate coursework, PhD courses, research training programs, and training for the Australian and New Zealand College of Veterinary Scientists examinations or similar examinations run by the European or American Colleges related to specialist qualifications.</p>	6	The college must expose students to opportunities in post-DVM programs such as internships, residencies, fellowships, and advanced degrees (e.g., MS, PhD). Colleges should establish such post-DVM programs that complement and strengthen the professional program. Such programs must not adversely affect the veterinary student experience. The college must expose students to post-DVM programs.	10.3	The VEE must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the study programme and are relevant to the needs of the profession and society.
Duration and content										
9.1	Duration	The curriculum extends over a period equivalent to a minimum of five academic years or, for a combined or post-graduate program, a minimum of four academic years.	6.2	The curriculum shall extend over a period equivalent to a minimum of five academic years and must include a sufficient quantity and quality of hands-on clinical education to ensure students are prepared to meet the requirements of the veterinary role upon graduation.			9	The curriculum shall extend over a period equivalent to a minimum of four academic years, including a minimum of one academic year of hands-on clinical education.		

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9.2	Content	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).		See 6.2	9.2	<p>The curriculum must be constructed in an orderly and concise manner to ensure that graduates achieve:</p> <ul style="list-style-type: none"> the ability to recognise and advise on normal animal husbandry and management; knowledge of the structure, function and homeostasis, pathophysiology and mechanisms of disease, and the natural history and clinical manifestations of important animal diseases; expertise in medicine, surgery, and anaesthesia applicable to a broad range of common species. Students must develop entry-level skills in physical examination and laboratory diagnostic techniques and interpretation (including clinical pathology, diagnostic imaging and necropsy), therapy (including surgery and pharmacotherapeutics), patient management and care (including intensive care, emergency medicine, and isolation procedures) and preventative medicine for individual animals, herds, flocks and other populations. knowledge, skills, values, attitudes and behaviours necessary to promote animal health and wellbeing, within changing societal expectations. Clinical, epidemiological, pathophysiological, biosecurity, surveillance and regulatory skills in management of enzootic and exotic animal diseases which are of local, international and/or emerging importance. entry level capability (to OIE standards) in preventive medicine/epidemiology, zoonoses, food safety and hygiene, regulation of animals and animal products, and management of the interrelationship of animals and the environment; including experience in abattoirs. professional skills in: problem solving; evidence-based decision-making and data and information management; communication; ethics, professional conduct and delivery of professional services to the public, including understanding the needs of a range of diverse clients and stakeholders; personal and business finances and management; and self-management, including identifying and meeting personal learning needs, maintaining wellbeing and professional relationships. 	9	<p>The curriculum must provide:</p> <ol style="list-style-type: none"> an understanding of the central biological principles and mechanisms that underlie animal health and disease from the molecular and cellular level to organismal and population manifestations. scientific, discipline-based instruction in an orderly and concise manner so that students gain an understanding of normal function, homeostasis, pathophysiology, mechanisms of health/disease, and the natural history and manifestations of important animal diseases, both domestic and foreign. instruction in both the theory and practice of medicine and surgery applicable to a broad range of species. The instruction must include principles and hands-on experiences in physical and laboratory diagnostic methods and interpretation (including diagnostic imaging, diagnostic pathology, and necropsy), disease prevention, biosecurity, therapeutic intervention (including surgery and dentistry), and patient management and care (including intensive care, emergency medicine and isolation procedures) involving clinical diseases of individual animals and populations. Instruction should emphasize problem solving that results in making and applying medical judgments. instruction in the principles of epidemiology, zoonoses, food safety, the interrelationship of animals and the environment, and the contribution of the veterinarian to the overall public and professional healthcare teams. opportunities throughout the curriculum for students to gain an understanding of professional ethical, legal, economic, and regulatory principles related to the delivery of veterinary medical services, personal and business finance and management skills; and gain an understanding of the breadth of veterinary medicine, career opportunities and other information about the profession. Opportunities throughout the curriculum for students to gain and integrate an understanding of the important influences of diversity and inclusion in veterinary medicine, including the impact of implicit bias related to an individual's personal circumstance on the delivery of veterinary medical services. knowledge, skills, values, attitudes, aptitudes and behaviors necessary to address responsibly the health and well-being of animals in the context of ever-changing societal expectations. 	3.1	<p>The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in the ESEVT SOP Annex 2.</p> <p>This concerns:</p> <ul style="list-style-type: none"> Basic Sciences Clinical Sciences in companion animals (including equine and exotic pets) Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management) Veterinary Public Health (including Food Safety and Quality) Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills). <p>When part of the study programme cannot be organised because of imposed regulations or constraints, convincing compensations must be developed and implemented.</p> <p>If a VEE offers more than one study programme to become a veterinarian, e.g. in different languages or in collaboration with other VEEs, all study programmes and respective curricula must be described separately in the SER. For each Standard, the VEE must explain if there are differences or not with the basic programme and all this information must be provided as a formal annex to the SER.</p> <p>Similarly, if a VEE implements a tracking (elective) system in its study programme, it must provide a clear explanation of the tracking system in the SER.</p>

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9.3	Animal handling and husbandry	Students demonstrate the ability to safely handle animals of the main domestic species before undertaking WIL placements or clinical activities.	4.12	The school must ensure that students are competent and sufficiently experienced in animal handling before they begin clinical placements and / or workplace learning, and that they are fully briefed regarding all relevant Health and Safety matters.	4	Schools must demonstrate that students are competent in animal handling relevant to the workplace learning and clinical work to be undertaken. Students must be briefed on health and safety matters before beginning their placements.				
9.4	VPH Abattoir	Clinical education in veterinary public health, including exposure to veterinary services in licenced abattoirs and food processing facilities, ensures that graduates meet WOAHS D1Cs.	1.10	Clinical education in veterinary public health training must be complemented by direct exposure in commercially run, approved abattoirs.		See 9.2 above				See 3.1
9.5	Research, EBVM	Students are educated in the scientific method and research techniques relevant to evaluation and integration of research in veterinary science and evidence-based veterinary practice. The curriculum includes opportunities for students to observe and participate in research programs.	6.21 6.22	The school must demonstrate a commitment to research led teaching throughout the veterinary programme. All students must be trained in scientific method and research techniques. All students must have opportunities to participate in research programmes.	11	See 9.2 above All students must be trained in scientific method and research techniques relevant to evidence-based veterinary medicine. Veterinary students must have opportunities to observe and participate in research programs as mandatory or elective components of their curriculum.	5 10	The program must be able to demonstrate, using its outcomes assessment data, that students are competent in retrieving, evaluating, and applying information through the use of electronic and other appropriate information technologies. Continuing scholarly productivity within the college must be demonstrated and the college must provide opportunities for any interested students in the professional veterinary program to be exposed to or participate in on- going high-quality research. All students must receive training in the principles and application of research methods and in the appraisal and integration of research into veterinary medicine and animal health.	10.2	See 3.1 All students must be trained in scientific methods and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.
Clinical education										
10.1	Competence	The quality, quantity and variety of clinical education is sufficient to ensure a graduate meets PLOs and D1Cs and is competent to practise in a range of workplaces.	3.14	See 6.2 and 6.14. The school must demonstrate that only students who are fully Day One Competent are able to graduate.	4	The school may develop competency statements for the achievement of clinical skills to prepare graduates for entry level veterinary practice. The school must provide evidence that the quality, quantity and diversity of caseload are sufficient to support high quality clinical instruction that provides students with knowledge, skills, professional attributes and learning strategies to prepare them for entry level practice. Adequate clinical material must be available, including all of the major species relevant to veterinary practice in Australia and New Zealand, and other species such as wildlife, rodents, birds and fish. It is essential that a diverse caseload of hospitalised patients, outpatients, field service/ambulatory clinic patients and herd health/production medicine cases is provided, whether through intramural services, and/or contracted placements.	4	The program must be able to demonstrate, using its assessment of clinical competency outcomes data, that the clinical resources are sufficient to achieve the stated educational goals and mission.		The provided training and the global assessment strategy must provide evidence that only students who are Day One Competent are able to graduate.
10.2	Entry level	The majority (≥70% by duration) of the clinical teaching is focused on common, entry level clinical practice with the main domestic species.	6.4	The majority of clinical education delivered by the School must focus upon casework in the 'general practice' context, reflecting the reality of veterinary practice in society.						

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10.3	Clinical teaching	The VEE monitors and ensures that all locations in which clinical teaching and WIL occurs are committed to, and provide, an environment conducive to student learning.	3.13	The school must have effective processes in place to ensure that a continual commitment to student learning and teaching is demonstrated within all locations where clinical teaching takes place.	4	Experience can include exposure to clinical education at external sites, provided the school quality assures these clinical experiences and educational outcomes to at least the same standard as university owned facilities. Further, such clinical experiences should occur in a setting that provides access to subject matter experts at the appropriate level, reference resources, modern and complete clinical laboratories, advanced diagnostic instrumentation and ready confirmation (including necropsy). Such examples could include a contractual arrangement with nearby practitioners who serve as adjunct faculty members and off-campus field practice centres.	4	Experience can include exposure to clinical education at off-campus sites, provided the college regularly, via in person or virtual interpersonal communications with students and off-campus instructors reviews and monitors these clinical experiences and educational outcomes.		
10.4	Active engagement	Students contribute actively 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.	6.6	Under all teaching situations students must be actively engaged in the case. In the majority of cases, students must be actively involved in the investigation and management of the patient (including practical aspects of diagnosis and treatment, as well as clinical reasoning and decision-making).	4	Practical, hands-on clinical instruction and experience must account for at least 30 per cent of the entire curriculum.	4	Under all situations students must be active participants in the workup of the patient, including physical diagnosis and diagnostic problem-oriented decision making.	5.3	Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.
10.5	Clinical competence	Students demonstrate relevant competency in entry-level activities (such as animal handling, history taking, diagnostics, therapeutics, communication, analgesia, suturing) before providing patient care.				See 9.2 above		See above		
10.6	Reflection on learning	Students systematically record and reflect on their clinical experiences and skills development and, with academic guidance, select learning activities to meet their learning needs.	6.20	There must be a system for students to keep a record of the quality and quantity of their clinical experience and reflect on their development of clinical and non-clinical skills over the duration of the programme. These records must be regularly reviewed by an educator to inform an individualised development plan. Consolidated data must contribute to the quality improvement of the programme.			9	The curriculum and educational process should initiate and promote lifelong learning in each professional degree candidate.	3.2	The VEE must also describe how it encourages and prepares students for lifelong learning.
10.7	Supervision	Students are directly supervised by suitably qualified veterinary professionals and allied veterinary professionals during patient care and veterinary treatment. Students work as a team with allied veterinary professionals during clinical instruction.	6.7	The programme must give students the opportunity to learn and practice alongside other members of the veterinary team in an holistic manner that reflects the reality of veterinary practice in society.	4	The teaching hospital(s) shall provide nursing care and instruction in nursing procedures.	4	The required on-campus and off-campus clinical training sites must provide nursing care and instruction in nursing procedures, as well as instruction in managing health care teams.	5.3	The VTH must provide nursing care skills and instruction in nursing procedures.

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10.8	Records	Patient medical records are comprehensive and maintained in an effective retrieval system at all sites used for VEE-controlled or contracted 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.	1.11	Patient medical records within all sites used for clinical teaching must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching, research, and service programmes of the school.	4	Medical records must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching, research, and service programs of the school.	4 9 (e)	Medical records must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching, research, and service programs of the college. Students should be trained in the use of an electronic medical record system. Opportunities for students to learn how to acquire information from clients (e.g. history) and about patients (e.g. medical records), to obtain, store and retrieve such information, and to communicate effectively with clients and colleagues.	5.4	Medical records for patients seen intra- and extra-murally under Core Clinical Training (CCT) must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching and learning, research, and service programmes of the VEE.
10.9	Biosecurity and isolation	Students receive practical instruction on accepted best practice for preventing the spread of infectious disease. Students demonstrate proficiency in the implementation of relevant biosecurity procedures.	1.9	Appropriate isolation facilities/ provision must be available at all sites where clinical instruction is delivered, or be able to be supplied when needed, to meet the need for the isolation and containment of animals with communicable diseases. Students must receive instruction within this environment on how to provide for animal care in accordance with accepted best practice for prevention of spread of infectious agents.		See 9.2 above				

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Assessment										
11.1	Assessment strategy	The VEE has a comprehensive, coherent and robust assessment strategy. The validity, reliability and educational impact of assessments are appropriate to their purpose and evidenced through relevant evaluation data and processes.	6.14 6.15	The school must develop and implement a comprehensive and robust assessment strategy, at the programme and modular/unit level, which provides evidence that students meet the requirements for progression across the programme and the Day One Competences upon completion. The validity, reliability and educational impact of assessments must be appropriate to their purpose (high/low stakes) and evidenced through relevant evaluation data.	10 10.3	The decision on whether students can progress and ultimately graduate is a serious matter as they are entering into a social contract with the public through entry to the profession. The decision must be based on appropriate assessment of the required broad range of professional and technical skills, knowledge, and attributes demanded of a professional. Assessment policies, methods, standards and quality assurance must be appropriate for admission to the veterinary profession. Assessment tasks must align with course and subject learning objectives and learning activities. Formative and summative assessment methods must comprise a variety of approaches and must be appropriate to the domain being assessed.	9 (i) 11	Fair and equitable assessment of student progress. The grading system for the college must be relevant and applied to all students in a fair and uniform manner. The college must have processes in place whereby students are observed and assessed formatively and summatively, with timely documentation to assure accuracy of the assessment for having attained the following competencies: 1. comprehensive patient diagnosis (problem solving skills), appropriate use of diagnostic testing, and record management 2. comprehensive treatment planning including patient referral when indicated 3. anesthesia and pain management, patient welfare 4. basic surgery skills and case management 5. basic medicine skills and case management 6. emergency and intensive care case management 7. understanding of health promotion, and biosecurity, prevention and control of disease including zoonoses and principles of food safety 8. ethical and professional conduct; communication skills including those that demonstrate an understanding and sensitivity to how clients' diversity and individual circumstance can impact health care 9. critical analysis of new information and research findings relevant to veterinary medicine	8.4 8.3 8.5	Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study. The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches.
11.2	Trained assessors	Assessment is designed and conducted by trained staff with relevant expertise.	6.17	Assessments must be designed and carried out by individuals with appropriate expertise in the area being assessed, who have been trained in their role as an assessor and understand what is required to make the process robust, including honesty, fairness, consistency, and judgements free from bias.						
11.3	Competence	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.	3.14	The school must demonstrate that only students who are fully Day One Competent are able to graduate.	10.3	Assessment strategies must allow the school to certify student achievement of learning objectives at the level of the program and individual units of study.	11	New graduates must have the basic scientific knowledge, skills, and values to provide entry-level health care, independently, at the time of graduation. Processes must be in place to remediate students who do not demonstrate competence in one or more of the nine competencies.	8.4	Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study.

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11.4	Assessment requirements	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.	6.16	The assessment tasks and grading criteria for each unit of study in the programme must be clearly identified, and available to students in a timely manner well in advance of their assessment. Requirements to pass including the effect of barrier assessments must be explicit.	10.2	The assessment tasks and grading criteria for each unit of study in the program must be clearly identified, and available to students in a timely manner well in advance of the assessment. Requirements to pass including the effect of barrier assessments must be explicit.			8.2	The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit.
11.5	Direct skill assessment	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.		See guidance notes to 6.15	10.3	Direct assessment of clinical skills (some of which may be on simulated patients), must form a significant component of the overall process of assessment in the clinical disciplines		See 11.	8.5	Direct assessment of the acquisition of clinical skills and Day One Competences (some of which may be on simulated patients) must form a significant component of the overall process of assessment. It must also include the regular quality control of the student logbooks, with a clear distinction between what is completed under supervision of teaching staff (Core Clinical Training (CCT)) or under supervision of a qualified person (EPT). The clear distinction between CCT and EPT ensures that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.
11.6	Assessment workload	Assessment is planned and managed to evidence achievement and to provide constructive, timely, formative and summative feedback to support students' progress, whilst ensuring appropriate workloads for students and staff.	6.18	Assessment load must be sufficient to provide both formative and summative feedback to support students' progress, and to evidence achievement, remaining cognisant of workloads for staff and students.	10.3	Assessment must inform student learning and students must receive timely feedback. Assessment load must be planned and managed to achieve appropriate workloads for students and staff.			8.4	The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.
11.7	Moderation	Moderation processes are in place to ensure parity within and between individual units of study, across the program and with other VEEs, and to ensure that each student is treated fairly and without bias.	6.19	The school must have appropriate moderation processes in place to ensure parity within and between individual units of study, across the programme, with other institutions; and to ensure that each student is treated without bias.	10.4	There must be procedures in place to ensure the fairness, validity and reliability of assessment outcomes, including but not limited to, academic peer review of assessment content, proofing of scripts, supervision and invigilation, maintenance of records, post-marking moderation processes and retrospective evaluation. Schools must have appropriate moderation processes 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 fairly treated. The school must be able to demonstrate that there are appropriate measures in place to ensure that grades awarded reflect an appropriate standard of performance by students against the relevant learning objectives.				
11.8	Academic support	Students receive academic support with learning and assessment, commensurate with the learning outcomes of the program and the D1Cs	4.8	Students must receive continuous and effective educational support to enable them to achieve the learning outcomes of the programme and the RCVS Day One Competences, including the provision of regular, constructive and meaningful feedback on their performance and progress in a timely manner.	10.3	Assessment must inform student learning and students must receive timely feedback.	11	Processes must be in place to remediate students who do not demonstrate competence in one or more of the nine competencies.	8.2	The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments. Mechanisms for students to appeal against assessment outcomes must be explicit

Work-integrated learning (WIL) placements

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12.1	WIL program	There is an effective, well-managed program of WIL in animal handling and management, preclinical and clinical placements in authentic workplaces, that complements the theoretical and practical instruction throughout each stage of the veterinary program (Appendix 2). WIL has learning outcomes and assessments that support and consolidate prior learning and contribute to the attainment of program outcomes.	6.8 6.11 6.13	Students must be supported to gain experience which consolidates their learning throughout the programme through the completion of Extra Mural Studies (EMS). This must be delivered in line with RCVS EMS Policy. The EMS experience must be individual to the student, and they must be able to tailor their experience based on their own learning needs. The school must demonstrate that EMS placements consolidate skills which have previously been taught during the programme.	9.3	Workplace learning placements must have learning outcomes that contribute to the attainment of graduate attributes with associated assessments.			3.5	Elective Practical Training (EPT) includes compulsory training activities that each student must achieve before graduation to complement and strengthen their core theoretical and practical academic education, inter alia by enhancing their experience, professional knowledge and soft skills. Like all elective activities, its contents may vary from one undergraduate student to another. EPT itself cannot replace the Core Clinical Training (CCT) under the close supervision of teaching staff (e.g. ambulatory clinics, herd health management, practical training in VPH (including Food Safety and Quality (FSQ)). A comparison between CCT and EPT is provided in Annex 6, Standard 3.5.
12.2	WIL requirements	Students undertake WIL to meet requirements listed in Appendix 2. During WIL placements in animal enterprises, students are actively engaged in routine animal handling, husbandry and management. During pre-clinical WIL placements in veterinary practices, students are actively involved in animal handling, patient nursing care, as part of the veterinary support team. During clinical WIL, students participate actively in the workplace, including the workup, management and treatment of patients.			9.3	The School must provide workplace learning opportunities in animal husbandry practical work to develop students' competence in animal management and understanding farm systems. Preclinical training in animal husbandry can include working with domesticated and non-domesticated animals. The clinical teaching program must be supported by extramural clinical activities in which students actively participate in the workup, management and treatment of patients.			3.7	Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.
12.3	WIL management	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 evaluation of placement suitability, student learning and development and recording of students' educational outcomes.	6.9 6.10	There must be an appropriate structure and resources in place to ensure the oversight, coordination and quality assurance of EMS. There must also be sufficient administrative support in place to assist the students. The school must have processes in place to ensure that students are supported in the identification of relevant learning outcomes for their EMS placements, and record and reflect on their achievement.	9.3	Academic staff must be responsible for the overall supervision of all types of workplace learning. The School must have processes to liaise with workplace learning providers and ensure that all students secure required placements.			3.6	There must be a member of the teaching staff responsible for the overall supervision of the EPT, including liaison with EPT providers.
12.4	WIL supervisors	The VEE defines the responsibilities, provides support and training, and monitors the performance of WIL placement providers to a degree appropriate for their contribution to the program.							3.5	EPT is organised either extra-murally with the student being under the direct supervision of a qualified person (e.g. a veterinary practitioner) or intra-murally, the student being under the supervision of a teaching staff or a qualified person.

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12.5	WIL evaluation	WIL placement providers give feedback on student performance. Mechanisms to enable WIL placement providers to critique the workplace learning program are in place.	6.12	There must be a system in place which allows for feedback from EMS providers of students' performance during EMS placements to be communicated with relevant academic staff.	9.3	Mechanisms to allow workplace learning providers to critique the workplace learning program are required. There must be a system in place to enable EMS providers to provide feedback to the school on the performance of students during EMS and on the EMS program.			3.6	The EPT providers must meet the relevant national Veterinary Practice Standards, have an agreement with the VEE and the student (in order to state their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme.

AVBC Domain: Staff and Student Support

Student admission and progression

13.1	Capacity	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.			6 7	The number of professional veterinary degree students must be consistent with the resources and the mission of the school. The student selection criteria must be consistent with the mission of the school. The number of students admitted must be consistent with the resources available to the school.	6	The number of professional degree students, DVM or equivalent, must be consistent with the resources and the mission of the college. The program must be able to demonstrate, using its outcomes assessment data, that the resources are sufficient to achieve the stated educational goals for all enrolled students.	7.2	The number of students admitted must be consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.
13.2	Admissions policy, process	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.	4.4	Selection and progression criteria must be clearly defined, defensible, consistent and free from discrimination or bias. The criteria must also include relevant factors other than academic performance. The academic requirements for entering the programme must be sufficient for the student to cope with the demands of the programme upon entry.	7 7.3	The selection criteria must be clearly defined, consistent, defensible and, except where explicit affirmative action in favour of nominated equity and diversity groups is used, free of discrimination or bias. An accurate description of the selection criteria and processes must be published and readily available to potential students. Factors other than academic performance must be considered for admission criteria. Clear processes must be in place to manage applications to provide credit for prior learning	7	The college must have a well-defined and officially stated admissions policy and a process that ensures a fair and consistent assessment of applicants. The committee must make recommendations regarding the students to be admitted to the professional curriculum upon consideration of applications of candidates who meet the academic and other requirements as defined in the college's formal admission policy. Subjects for admission must include those courses prerequisite to the professional program in veterinary medicine, as well as courses that contribute to a broad general education. The goal of pre-veterinary education shall be to provide a broad base upon which professional education may be built, leading to lifelong learning with continued professional and personal development. Factors other than academic achievement must be considered for admission criteria.	7.3	The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course.
13.3	Admissions Committee	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.					7	See above. The policy must provide for an admissions committee, a majority of whom must be full-time faculty members.		

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13.4	Admissions Training	Training is provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.	4.5	The school must demonstrate their selection and progression criteria and processes are effective in identifying students with the potential to achieve the RCVS Day One Competences. This must be achieved through regular and effective training for staff involved and the routine collection and analysis of selection and progression data, to enable them to evaluate, reflect and adjust the selection and progression criteria where necessary.					7.3	Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.
13.5	Language competence	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.			7.2	Schools must demonstrate that students are competent in the language of instruction at their point of entry to the program. Where English is the language of instruction, this will normally include a formal assessment of English language competency for students whose primary language is not English. Accredited schools outside of Australia and New Zealand that do not conduct all instruction in English are considered to produce graduates whose English language skills are unknown to the AVBC. AVBC member veterinary registration boards in Australia and New Zealand will be notified of this fact. Registration boards are advised of AVBC minimum standards for English competency and these may be accessed on the AVBC website				
13.6	Equity, diversity, inclusivity and access/ widening participation	There are admissions strategies for supporting diversity and widening participation, including by Indigenous and First Nations peoples.	4.2	The school must have a strategy for widening participation which considers all aspects of diversity and engages students from different ethnic and social backgrounds. The school must be proactive in their marketing to attract a diverse cohort of applicants and regularly review, and provide evidence of, their progress towards targets.	7	The school must have clear strategies for managing the selection of equity and diversity groups.	6 7	The college must promote an inclusive institutional climate and culture that fosters diversity, equity and inclusion within the student body, consistent with applicable law. The college must demonstrate its commitment to diversity, equity and inclusion through its recruitment and admission processes, as consistent with applicable law. The college's admissions policies must be non- discriminatory, as consistent with applicable law.		
13.7	Disabilities	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.	4.6. 3.10	There must be clear policies and procedures as to how applicants with disabilities or illness will be considered and, if appropriate, accommodated on the programme, taking into account the requirement that all students must be capable of meeting the RCVS Day One Competences by the time they graduate. The school must evaluate students' performance, progression and outcomes with respect to information on equality and diversity and provide support for groups where disparities are identified.	6 7.1	Provisions must be made, by either the University or School, to support the physical, emotional and welfare needs of students. This includes, but is not limited to, learning support and counselling services, careers advice, and fair and transparent processes for dealing with student harassment, illness, impairment and disability during the program. This shall include provision of reasonable accommodations for disabled students and support for students from nominated equity and diversity groups, consistent with all relevant disability, discrimination and/or human rights legislation. There must be clear policies and procedures as to how applicants with disabilities or illness will be considered and, if appropriate, accommodated.	6	The college or parent institution must provide information and access to counselling services regarding financial aid, debt management, and career advising. Career advising must include selection of clinical experiences.	7.4	There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.

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13.8	Program and registration information	Accurate information about the program, including Australian and New Zealand registration and fitness to practise requirements, is readily accessible to prospective students.	4.3	The school must provide accurate and current information regarding the educational programme easily available for prospective students. The information must include the accreditation status of the degree course (whether by RCVS or other relevant accrediting bodies), selection and progression criteria, the demands of the course and the requirements for eventual registration/licence, including fitness to practise.	7	In relation to enrolment, the school must provide accurate information in advertisements regarding the educational program by providing clear and current information for prospective students. Information provided must include: the purpose and goals of the program; admission requirements and procedures; degree requirements; clearly stated information on tuition and fees along with procedures for withdrawal; necessary information for financial aid programs; an accurate academic calendar; and the accreditation status of the degree course (by AVBC and other relevant accrediting bodies). And for postgraduate veterinary professional programs; the prerequisites for entry to the veterinary program, which must include foundational biological sciences upon which the professional education can be built. Potential students must be advised of the demands of the veterinary course and requirements of veterinary registration boards for fitness to practise.	6	In relationship to enrollment, the colleges must provide accurate information for all advertisements regarding the educational program by providing clear and current information for prospective students. Information available to prospective students must include relevant requirements for professional licensure.	7.1	The VEE must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression and certification. In relation to enrolment, the VEE must provide accurate and complete information regarding the educational programme in all advertisements for prospective national and international students. Formal cooperations with other VEEs must also be clearly advertised
13.9	Progression	Progression criteria and processes are fair and transparent, and confirm achievement of milestones towards PLOs and DTCs.	4.11 4.15	The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The school must provide evidence that it has effective processes in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately in any area of the programme. School policies for managing appeals against decisions, including admissions, academic and progression decisions, must be transparent and publicly available.	7.4 7.5 10.2	The basis for decisions on academic progression must be explicit and readily available to the students. The school must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately (including areas such as: practical animal handling and client communication). Policies and procedures for dealing with student misconduct and poor academic performance should be explicit. The process for exclusion of students should be explicit. Mechanisms for students to appeal against assessment outcomes must be explicit.	6	(As above) Further, printed catalog or electronic information must state the purpose and goals of the program, provide admission requirements and procedures, state degree requirements, present faculty descriptions, provide an accurate academic calendar, clearly state information on educational cost and debt risk, for the college. The college must provide information on procedures for withdrawal including the refund of student's tuition and fees allowable. (see below)	7.5 7.6	The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately. Mechanisms for the exclusion of students from the programme for any reason must be explicit. The VEE's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.

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13.10	Admission and progression review	Admission and progression criteria are reviewed against attrition and progression data to ensure they are consistent with successful program completion for all students, specifically including those of diversity and equity groups.	4.5.	The school must demonstrate their selection and progression criteria and processes are effective in identifying students with the potential to achieve the RCVS Day One Competences. This must be achieved through regular and effective training for staff involved and the routine collection and analysis of selection and progression data, to enable them to evaluate, reflect and adjust the selection and progression criteria where necessary.	7	The school must regularly review and reflect on the selection processes to ensure they are appropriate for students to successfully complete the program.			7.3	The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE.
			3.10	The school must evaluate students' performance, progression and outcomes with respect to information on equality and diversity and provide support for groups where disparities are identified.	7.4	The School must have mechanisms in place to monitor attrition and progression and be able to rectify problems as required.			7.5	The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.
			3.12	The school must have effective processes in place to monitor attrition and progression rates in relation to admissions and selection criteria and student support if required.	10.2	The school must have a process in place to review assessment outcomes and to change assessment strategies when required.				
			4.13	Mechanisms for dealing with student misconduct and/or the exclusion of students from the programme, either for academic reasons, misconduct or under fitness to practise procedures, must be explicit.						
Student welfare										
14.1	Student Welfare	Students are encouraged to access support and to develop strategies to meet their physical, emotional, academic and welfare needs. Equity and diversity principles are promoted in the student experience.	4.1	Effective processes must be in place to support the physical, emotional and welfare needs of students.	6	(as above) Provisions must be made, by either the University or School, to support the physical, emotional and welfare needs of students. This includes, but is not limited to, learning support and counselling services, careers advice, and fair and transparent processes for dealing with student harassment, illness, impairment and disability during the program.	6	Student support services must be available within the college or university. These must include, but are not limited to, appropriate services to support student wellness and to assist with meeting the academic and personal challenges of the DVM program; support for students with learning or other disabilities; and support of extra- curricular activities relevant to veterinary medicine and professional growth. The college must promote an inclusive institutional climate that fosters diversity within the student body, consistent with applicable law.	7.7	Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes, but is not limited to, learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision for disabled students, consistent with all relevant equality, diversity and/or human rights legislation. There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).
14.2	Student services and facilities	Students have access to adequate study, digital, recreation, locker and food services and facilities.			3	Ready access to adequate study, recreation, locker and food services facilities is required for students.	3	Offices, workspaces, laboratories, toilets, and locker rooms must be sufficient for the needs of the students, faculty, and staff.	4.2	Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food service facilities.
14.3	Professionalism	Students learn in supportive learning and professional environments that actively encourage the development of professional values and attributes.	4.7	Students must be actively supported to develop resilience, self-reflection and professional values in line with the RCVS Code of Professional Conduct and must not be subject to behaviour which undermines their professional confidence, performance or self-esteem at any sites where teaching and / or learning takes place.						

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Academic, clinical, professional and support staff										
15.1	Diversity, inclusivity, equity and access	The processes for recruitment, selection, appointment and advancement of staff are open, fair, transparent and free from bias.	3.6	The school must demonstrate that the recruitment, selection and appointment of students, educators and staff are open, fair, transparent and free from bias.			1 8	The college must create an institutional structure and climate that does not discriminate and seeks to enhance diversity, consistent with applicable law. Diversity may include, but is not limited to, race, religion, ethnicity, age, gender, gender identity, sexual orientation, cultural and socioeconomic background, national origin, and disability. The college must cultivate a diverse faculty through its hiring policies and retention practices, consistent with applicable law. The college must demonstrate its ongoing efforts to achieve parity in advancement opportunities and compensation for all faculty members, as consistent with applicable law.	9.1	The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff.
15.2	Staff profile	Academic and support staff are sufficient in number, expertise and availability in each functional area to ensure effective design, delivery and quality of the program. The majority of academic staff involved in veterinary training are veterinarians. The ratio of teaching staff to students is not less than 1:7.5 (FTE:EFTSL).	3.5	The managerial, academic and support staff must have the necessary skills and experience for their role and be sufficient in number to support the effective design, delivery and quality assurance of all aspects of the programme.	8	The total number, qualifications and teaching skills of academic and support staff must be sufficient and appropriate to deliver the educational program and fulfil the school's mission.	1 8	There must be sufficient administrative staff to adequately manage the affairs of the college as appropriate to the enrollment and operation. Faculty numbers and qualifications must be sufficient to deliver the educational program and fulfill the mission of the college.	9.1 9.2	Most teaching staff (calculated as FTE) involved in veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians. The total number, qualifications and skills of all staff involved with the study programme, including teaching, technical, administrative and support staff, must be sufficient and appropriate to deliver the study programme and fulfil the VEE's mission.
15.3	Casual teachers	Casual teachers, residents and graduate students may supplement the teaching efforts of the permanent academic staff if appropriately integrated into the instructional program, providing students have access to disciplinary expertise. The amount of the core curriculum delivered by casual teachers does not impact the effectiveness or quality of the educational program.					8	Part-time faculty, residents, and graduate students may supplement the teaching efforts of the full-time permanent faculty if appropriately integrated into the instructional program.		
15.4	Rewards	Positions offer the security and benefits necessary to maintain stability, morale, competence and career development of staff.	5.5	Academic positions must offer the security and benefits necessary to maintain stability, morale, continuity, and competence of the educators.	8	Academic positions must offer the security and benefits necessary to maintain stability, morale, continuity, and competence of the academic staff.	8	Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the faculty.	9.3	The VEE must clearly define systems of reward for teaching excellence in operation. Teaching positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the teaching staff.
15.5	Balanced workload	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.	5.5	Educators and staff must have a balanced workload of teaching, research and service depending on their role; and must have reasonable opportunity and resources for participation in scholarly activities.	8	Academic staff should have a managed workload of teaching, research and service and they must have reasonable opportunity and resources for participation in scholarly activities.			9.3	Teaching staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.

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15.6	Appraisal	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.	5.3 5.2	An appraisal system for all staff must be in place. The school must provide evidence that it has a comprehensive, effective and publicised programme for the professional development of staff. Promotion criteria must be appropriate, clear and explicit. All educators involved in teaching and /or supporting students' learning within the programme must demonstrate their continued competence and effectiveness.	8	Staff members who participate in teaching must display competence and effective teaching skills in relevant aspects of the curriculum, regardless of whether they are full or part time, residents, interns or postgraduate students, adjuncts or off-campus contracted teachers			9.2 9.5	A procedure must be in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part time, teaching or support staff, senior or junior, permanent or temporary teachers. Guidelines for the minimum training to teach and to assess are provided in Annex 6, Standard 9.1. A system for assessment of teaching and teaching staff must be implemented on a cyclical basis and must formally include student participation. Results must be communicated to the relevant staff and commented upon in reports. Evidence must be provided that this system contributes to correcting deficiencies and to enhancing the quality and efficiency of education.
15.7	Promotion and tenure	Criteria for promotion and tenure are explicit, well-publicised and relevant to different roles of academic staff within the VEE.	5.4	The school must support educators by dealing effectively with concerns of difficulties they face as part of their educational responsibilities. Effective processes must be in place to support the physical, emotional and welfare needs of staff.	8	Promotion criteria must be equitable, clear and explicit, and place due emphasis on teaching, research, service and other scholarly activities. Evidence for teaching competence must be one of the key criteria for promotion of teaching staff.			9.4	Promotion criteria for teaching and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in, and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities
15.8	Staff development	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.	5.1	The school must ensure that all educators who are involved with student teaching have successfully completed, or are working towards, a quality assured programme of teacher training, which effectively prepares educators for their roles.	8 9.1	The veterinary school must provide evidence that it utilises a well-defined and comprehensive program for the professional growth and development of staff; including formal appraisal and informal mentoring procedures, especially for junior academic staff. The school must be able to demonstrate that it has a program for staff development in tertiary teaching theory/practice, and how that program is managed. The school must demonstrate that it implements a plan to develop expertise in tertiary teaching theory/practice for all teachers.	8	The college must provide evidence that it utilizes a well-defined and comprehensive program for the evaluation of professional growth, development, and scholarly activities of the faculty.	9.1 9.3 9.4	A formal quality assured programme of teacher training (including good teaching and evaluation practices, learning and e-learning resources, use of digital tools education, biosafety, biosecurity and QA procedures) must be in place for all staff involved with teaching. Such training must be mandatory for all newly appointed teaching staff and encouraged on a regular basis for all teaching staff. Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of teaching and support staff, including formal appraisal and informal mentoring procedures.
15.9	Clinical educators	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.								See 9.3

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